

# **International Association of School Librarianship**

## **1985**



## **ANNUAL CONFERENCE PROCEEDINGS.**

**KINGSTON, JAMAICA**

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**LIBRARIES AND INFORMATION: TOWARDS A POLICY FOR SCHOOLS**

Proceedings of the 15th Annual Conference  
International Association of School Librarianship

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## INTRODUCTION

It was fortuitous for the Jamaican Library Association that IASL was due back in the Caribbean after its inauguration in Jamaica in 1971. True, Venezuela had hosted the 9th Conference in 1980, but Latin America is not the Caribbean!

Background to the invitation to hold the 14th Conference here is interesting. Earlier planning by the Jamaica Association School Section had identified the holding of a workshop to which Caribbean school librarians would be invited, as a worthy project to mark its tenth anniversary. The Association supported this project and asked the UNESCO PGI Committee to request funds on its behalf. We were extremely fortunate in receiving funds which enabled 11 of 13 invited Caribbean delegates to attend.

IASL responded enthusiastically to the invitation and adopted the theme put forward: "Libraries and information: towards a policy for schools."

The Caribbean focus was to be preserved in a series of workshop sessions sub theme "Policy issues and problems in school librarianship in the Caribbean", which were fully integrated into the conference structure.

The Planning Committee of nineteen representing all sectors of the library profession and two Teacher Associations, met monthly for almost two years. Dr. Jean Lowrie, Executive Secretary of the Association met with us for a few days during planning. Seven sub-committees - Finance, Programme Exhibition, Entertainment, Public Relations, Transport, Accommodation and Registration worked assiduously to achieve the standard of excellence the Association has set for itself in matters both local and international. Cooperation and the interest and support of forty individuals, organizations, firms, institutions and the media helped us turn around a worrying financial situation aggravated by postal strikes into an intellectual, social, and financial success.

We were therefore pleased to welcome to the Conference a total of 49 international participants from Denmark, Canada, Iceland, Japan, Nigeria, Norway, the United Kingdom, the United States of America, and West Germany. In addition, there were Caribbean and Latin American participants from 15 countries in the region, viz: Barbados, Belize, British Virgin Islands, Dominica, Grenada, Guyana, Haiti, Monsterrat, the Netherland Antilles (Aruba and Curacao), St. Kitts/Nevis, St. Lucia, St. Vincent, Turks and Caicos Islands, and Venezuela. Local Jamaican participants, full and part-time, totalled 113.

The programme bears testimony to the high level of discourse which characterises IASL Conferences. Local participants were particularly pleased to meet international scholars and practitioners.

Delegates also welcomed the opportunity to visit different types of school libraries ranging from preparatory through primary and secondary to high schools.

The first official function, the opening of the exhibition, 'Resources for libraries' described as the 'Centrepiece of the Conference' provided a fine launching pad with steel band music and a colourful bar.

The social programme were reported as enjoyable. These included a scintillating reception by His Excellency Sir Florizel Glasspole, Governor General of Jamaica and Her Excellency Lady Glasspole who had from the beginning shown great interest in the Conference, a cultural presentation by the National Dance Theatre Company of Jamaica at the Little Theatre, home hospitality, and city tours. A post conference study tour led by Mrs. Jean Tyson, took some twenty-five delegates on a five day tour of the island.

The IASL Board with representatives from UK, USA, Canada, Denmark, Venezuela and Japan, met at the University of the West Indies for three days prior to the Conference and were later entertained to lunch by the Minister of Education, Dr. the Hon. Mavis Gilmour and senior officers of the Ministry.

Some of the positive outcomes anticipated from the Conference are

1. a greater awareness on the part of Caribbean school libraries of common problems and possible solutions;
2. the necessity for involvement in international associations such as IASL;
3. new Caribbean membership for IASL;
4. heightened awareness of the role of school libraries by all Jamaicans.

The proposed publication, "Guidelines for policies for school library development in the Caribbean including draft model regulations," should be of lasting benefit to librarians in developing countries.

Commenting editorially (August 13), the Daily Gleaner said "The Conference was significant for the profession of librarianship and for Jamaica"; "the Exhibition and Conference were a reminder that no country can advance the education of its young without a consistent and enlightened policy on libraries." The editorial ended with the hope that the Conference will have "resolved important issues for the future development of school libraries on an international basis."

Amy Robertson  
Chairman  
IASL Planning Committee, 1985  
Kingston, Jamaica



PART I  
CONFERENCE PAPERS





1971 - Mrs. Joyce Robinson, Director of Jamaica Library Service, addresses delegates at the inaugural meeting of the IASL in Jamaica. Others in the picture include 2nd left Jean Floyd, Chairman of the Organizing Committee; Dr. Jean Lowrie, Executive Secretary, IASL; Mrs. C. L. Stuart, Chairman, Jamaica Library Board and Mrs. Amy Robertson.



Opening Session of the 15th Annual IASL Conference, Jamaica Conference Centre, Kingston, July 1985.



# NATIONAL PLANNING FOR SCHOOL LIBRARY DEVELOPMENT

## Keynote address by Marilyn Miller

It is a great pleasure and compliment to be here. Our subject for this week is one of great importance.

My assignment as keynoter of this conference is to discuss with you the considerations involved in developing policies at the national level for the development of school library media centers and programs. Throughout the paper I will probably slip into the shortened form, school libraries, but my working definition of the school library is a centralized location and program that provides multi-media resources and services for students within an educational environment.

Regardless of how hard we work as members of a professional association and as dedicated librarians to establish school libraries, we reach a time in our work when we must have recognition from an appropriate governing body that we are to exist as an intrinsic part of the educational process. This is true whether we are talking about mandating or encouraging development at the individual school level, the district, region, state, province, or nation. If we reside in countries where there is no national or state policy, it is our responsibility as professional school librarians to work for the acceptance of such policy and the standards, guidelines, and directives which will lay the foundation for the establishment and development of a national school library program.

We must make this effort because unless we have national policies and planning we cannot hope to have equity in the development of library programs for all learners. Without national policy there will always be the haves and have nots: the children who live in more affluent areas or who have wiser administrators and teachers and thus may have more educational resources. We also must have policies at the national level in order to develop comprehensive leadership that will pay attention to overall program development.

How policies and standards and other documents are developed, differ, of course, from country to country. Reaching such goals takes time, and in some countries it may take longer than in others. But the need is universal. A literate population results only from educational programs that provide good teachers and quality resources. The desire for education of the young that "Parental demand for educational opportunity, coupled with the economic and political incentives for authorities to supply it, account for the expansion of formal schooling to unprecedented levels. Universal primary school enrollment has now been achieved in 35 of the richer developing countries since World War II, including Argentina, Gabon, Malaysia, and Trinidad and Tobago. In the 36 poorest countries average enrollment in all levels of primary education increased from 48 percent of the school-age population in 1960 to 70 percent in 1977. There are, moreover, about 50 percent more children enrolled in grade one than in grade four, so this 70 percent enrollment figure significantly understates the proportion of children who begin school. By the end of the century, (concludes Heyneman) every child will probably be able to start school." (1)

The need and the desire for quality educational programs are the same world-wide, and world-wide we are slowly accumulating evidence that resources, including libraries, aid in the delivery of quality education. And we do see recognition of the role of school libraries in the efforts of many national and state ministries of education in both developed and developing countries. NATIS, UNESCO's National Information System, and several inter-governmental councils worldwide have called for national library information policy development, including school libraries.

The process for achieving national policies is also universal. Regardless of where you reside and work, developing national policy requires broad general and specific knowledge of the library and education fields, long range planning, political skills including the ability and willingness to form coalitions with other groups and organizations with similar goals and interests in the improvement of schools. And last, but not least a commitment to extensive and intensive public relations within and without the educational community. Also, the process must always take into consideration the current economic and social needs, capabilities and priorities of a country.

In the remainder of my time, I plan to discuss in overview fashion, the importance of working toward national/state or provincial legislation, policy development at the state or ministry level, the leadership role and the function of supervision and coordination at the ministry level, and the importance of standards and research. I will close with a brief look at the role of the professional association in national planning.



Let us begin by stating our goal. Our goal is to have quality School Library media program easily accessible for all children and teachers. Our immediate objectives are to have an official mandate or policy at the highest possible level for (1) the establishment of school library media centre with professional school library media specialists in charge and (2) for the recognition that the primary role of the school library media centre should be to provide materials, services, and facilities that are fully integrated into the curriculum. Remember, a goal is an expression of a far away desire. Something we work to achieve. Something that may take a while and much effort to reach. But is it out there to guide our efforts - to guide the objective we select to reach the goal.

Because so much does need to be done, the first step is to identify a strong cadre of committed folk with similar ideas and goals and bring them to a consensus on the steps to be taken to meet the objective of policy definition, and, subsequently, implementation. Who does what, when, and how. Because we can not press for anything until we know the magnitude of the task, our second step is to have completed some sort of needs assessment which will document the status of school library development in terms of the goals that we want to reach. How many libraries are there with librarians? without librarians? How many resources? How much is expended on the library? How is the library used? What are the curriculum needs? How do teachers teach? With dedicated people to lead the efforts and with some facts and figures related to our status we are ready to begin planning.

The most desirable method for reaching our objectives of national recognition is school library programs is in securing national legislation. It is my understanding that very few developing countries have national legislation which specifically mandates school libraries. Egypt to my knowledge, and maybe someone will correct me, is nearly alone with its Decree No. 179 of 1958 that provides specifically for the establishment school libraries. There are many states, provinces, and regions, however that have moved in this direction and are thus delegating library development to their ministries and offices of education. Obtaining appropriate legislation at the national or highest possible governmental level is so important for all subsequent efforts and efforts should be directed consistently towards this goal.

Legislation provides direction to the appropriate ministry or state agency for the development of policy for (1) establishing and maintaining school library media centers, (2) setting and enforcing standards for staffing, and (3) setting and enforcing standards for the selection of materials.

Carefully written legislation could provide direction also for (1) producing and disseminating educational materials, (2) providing television and radio programming, and (3) management of telecommunications use and developments as part of the media program. Legislation can also provide the funding for materials, personnel and facilities.

It should be emphasized here that legal mandates come usually only as a result of successful information programs or as we say in the U.S., successful lobbying. Successful information programs must be based, as I said earlier, on the demonstrated value of and need for programs, and the development of enough support to help with public relations efforts with lawmakers and other policy makers. Our allies include appropriate civil servants within the ministry of education and other ministries concerned with the intellectual, social, and cultural development of children and the economic development of the country, educational associations and organizations, other library associations, municipal and rural governmental associations, post secondary education decision makers and organizations of concerned lay citizens and parents.

If you have access to EMERGENCY LIBRARIAN, you may wish to look at the March-April 1984 issue for a fascinating presentation on the marketing of school library services by a provincial library association. The article describes efforts in Alberta, Canada to get provincial mandates and policies for school libraries by gaining consensus and power in the library and educational communities. These efforts were eventually successful and the April, 1985 IASL NEWSLETTER reports that "On November 7, 1984 the Alberta Minister of Education announced approval of a School Library Policy for Alberta schools. The policy states that students should have access to an effective school library program. It also maintains that the library program should be integrated with regular instructional programs. As outlined, the ministry will now move to develop documentation that will provide guidance to schools in meeting this policy." (3)

However you obtain legal recognition of the school library, the next step is the formulation of policy and regulations which describe the role and functions of the library in the school. Carefully phrased, precisely written policy statements are crucial to the establishment, development and maintenance of quality school library media programs.

There are at least six crucial areas to be included in a school library policy statement at the highest administrative level. The policy should

1. define succinctly the school library as a necessary unit within all schools in terms of what it is, why it is and what it should do
2. define the authority responsible for the development and oversight of the establishment, maintenance, and evaluation of school library programs
3. identify the essential characteristics of a school library that should be present (definitions and explanations will come in interpretative statements and regulations)
  - a. staff
  - b. collection to meet teaching and learning needs
  - c. expenditures adequate to provide staff, facilities, and collection
  - d. facilities adequate for collection and program
  - e. program of services that implements curriculum
4. define the role of the agency or ministry in carrying out the policies
5. define responsibilities for evaluating whether or not school provide the elements mentioned in the policy
6. define the responsibility of the governing body for funding.

So that we have a basic frame of reference: policies are statements which set forth purposes and prescribe in general terms the organization and programs that are expected of a specific group or body. Policies create a framework within which people can meet responsibilities. Policies describe what is wanted, and they may indicate why and how much.

Policies allow for the consistent development of programs. At the governing level they provide an unequivocal commitment to a course of action. At the governing level, policies assure equity. In our case, policies at the level of the national or state ministry of education, assure a commitment to the development of library services for all students and teachers—a commitment that assures not only equity, but also responsibility and rational goal development. If a school library policy at the governing level includes some kind of budgetary commitment for the purchase of material, all schools can depend on that assistance at the specified level as long as all qualifying conditions, spelled out in the companion regulations, developed from policy, are met. Policies set forth expectations because they clarify intent and priorities, and they describe in effect what is expected. For instance, if a policy specifies generally the educational background required of a person who is to administer a school library, expectations are immediately established about the importance of the qualifications of the person working with materials and the school clientele and the level of activity that is expected in the school library. Another important reason for establishing policy, is that policy facilitates long-range and short-range planning. After policy has been developed the planning that is crucial for development can take place: the establishment of those long range goals which speak to the eventual establishment of quality programs in all schools; short range goals which describe minimum collections, staffing and facilities.

Policy is not a course of action. Policy provides the guidelines for decision making and subsequent action. Policies, if developed well, point to desirable courses of action. From the policy come regulations i.e. standards for collection size, preparation of staff, kinds of facilities, and expenditures and definitions of basic services and programs. From the policy comes the decision to appoint people to oversee the implementation of the policy, to work with colleges of education to develop the programs to provide staff for the school libraries. From the policy comes the decision to turn to the professional association for assistance in writing standards, defining competences needed by personnel and describing the types of personnel needed, and assisting in the provision of quality staff development for school librarians already in the field.

While the adoption of policy is essential, school library programs will not happen unless strong leadership is provided at the highest administrative level leadership that is dedicated to work with long range development. Local units must have assistance and direction. If libraries are going to be integrated into the curriculum someone at the highest level of curriculum development will have to work to see that appropriate library relationships and concerns are integrated into curriculum guides, recommendations, textbook evaluation, teacher training and the development of guidelines for the acquisition of all resources. Without this leadership to direct the total integration of media programs into the teaching/learning process - it will not happen.



There has been a great deal written in the United States in the past two decades about the role of state agencies in providing school library leadership. In a 1982 report of her study carried out for the U.S. Office of Education, Dr. Nina Martin of the University of Alabama's Graduate School of Library and Information Science, reviews the extensive literature of the field of library supervision and identifies 12 of the most frequently stated functions of a governing state education agency. I want to share the 12 with you and make a few editorial comments about each.

1. Develop long-range plans for the development of school library media programs and make recommendations for their implementation including budgetary and personal needs. (This, of course, as I pointed out earlier, will be based on a needs assessment of what is presently available in the schools and recognition of what it will take to meet minimum national standards.)
2. Provide staff development opportunities both within the state agency and to practitioners in the field. (A crucial area for agency leadership as we work to establish and then upgrade minimum training programs and as we work to establish and then upgrade minimum training programs and introduce new techniques and methods. And work to incorporate media use techniques in teacher preparation programs.)
3. Develop standards and guidelines for elementary and secondary library media programs. (I will discuss this in just a few minutes).
4. Provide both technical and consultative assistance to the schools. (This one takes a great deal of staff time at the beginning and involves traveling, evaluation sessions, hours with administrators, boards, librarians and teachers, and parents.)
5. Formulate policies for the selection of all formats of media and their accompanying technologies. (National selection guidelines are most helpful if for only two reasons: they support the local librarians who want control; it provides information for producers of information.)
6. Establish and maintain working relationship with other units in the department, other state government agencies, professional organizations, federal agencies, institutions of higher education and lay groups. Earlier I mentioned the need to develop relationships or coalitions with other groups as you work to establish basic policies and procedures for the establishment of school libraries. Once this has been done, it is necessary for all to continue these relationships because the price of continued support for what we are doing is to work constantly to explain what we do and why we do it and what difference it makes to boys and girls and teachers. This is true, of course, whether we are in a building or in a state agency.
7. Collect, analyze, and disseminate data relative to library media programs. (This data is essential if we are going to continue to report development, and to support our requests for needed funding and support.)
8. Provide leadership for the participation of public schools in cooperative endeavors. (Some of us are talking about cooperative endeavors in terms of resource sharing because there is so much information that one can house it all. Some are talking about it because we don't have enough money to buy even all we could find room for and use. Some are talking about cooperative endeavors because of the overwhelming capacity of telecommunications to increase the flow of information. Some talk about sharing facilities and abilities is not resources. What ever motives the sharing, the contemporary school librarian must not perceive herself or himself as able to exist adequately in one discrete library unit in one school. The need for connections and cooperative relationships is being underscored daily as we think about the enormity of our role as information specialists.)
9. Prepare and disseminate information which can give assistance to professionals in the field, interpret the library media program to others and assist teachers in making the most appropriate use of media.
10. Provide media production service for state education agency staff. (While important most agency programs in the beginning stages might not be able to make this a top priority.)
11. Provide access to professional materials and resources for state education agency staff. (Again, this service, while basic and desirable would be further along in the development of state agency service as adequate staffing is made available.)
12. Plan and implement a system of regional agencies to provide service to local education agencies. Many regions in my own and other countries have found this to be a way of increasing service to more schools.

As already noted, in order to carry out policy, regulations or standards, handbooks and manuals should be developed. I am not going to discuss handbooks and manuals except to say that when you have large numbers of non library trained or not very well-trained personnel running libraries, it is important to have some centrally developed manuals on selection, acquisition, and programming. If these kinds of aids

are not developed for your schools you will find many highly individualized and unworkable practices being developed.

Another place of involvement for the state agency is in the development of curriculum guides. Libraries as resources and teaching objective which include teaching information retrieval skills must be incorporated into curriculum development at all levels. Without this we continue to spend too much time in trying to convince people. We ought to try at the top levels to incorporate media, programs, and media instruction into subject area curriculum guides, resources guides, subject area staff development, and throughout teacher preparation programs. We must work out a continuum of media skills or information retrieval skills, (I prefer the latter because we don't want to just teach library skills, we want to give it a broader context): we must identify techniques for locating and using information in the sciences, literature, and for personal growth and development. And we must work in each area of the curriculum.

National standards are crucial to the development of a national school library program. As noted earlier, standards set forth the minimum requirements expected of all schools. They establish needed requirements for funding describe the kinds of credentials required for staff, describe the adequate facilities, and describe what kinds of library activities should occur. What the earliest standards will be: what the established minimums will be, what the expected educational background of staff can be, what flexibility should be provided for is up to the best judgement of the best professional minds working on school library development in a particular country.

The first set of standards from a state agency are just that. They are a beginning. They recognize the level of school libraries throughout the country by establishing objectives, usually quantitative, that can be met by many of the schools. They provide criterion by which a school's accomplishments in a specific area can be measured but the criterion has to be realistic and reflect potential. Because national or regional standards begin low, standards must be revised periodically. First of all because as schools meet the standards, it is possible to urge them towards further improvement by raising the standards. (I should note here that some state agencies in the United States have developed standards with three levels of attainment: basic, or minimum, above average, and excellent. This type of organization and presentation of standards can encourage schools to develop their own short and long-range plans within the guidelines of the standards.) Another reason for assuming always that standards must be revised periodically is that standards reflect the changes in types of resources; formats, availability, and quality, current educational philosophy and changes in approaches to instruction.

There are other matters that can be addressed in a set of standards besides the statement of minimum quantitative criteria that must be set. Remember that we should think of standards as interpretative statements. We use standards with non-librarians: with trustees, with architects, with parents, with members of groups we want to support library development. So standards when they are written should also provide a statement of the Philosophy of the school library: what it does, why we should have one in every school, and how it benefits pupils, teachers, and learning. We perhaps should address access to information and access to materials of literacy and enrichment and life long learning. We should define the role of the professional school library media specialist and outline the duties that are to be performed. This, of course, gives guidance to library education programs.

Again, and this is important, what subjects are covered in a first set of standards depends on the ability of a country to provide the financial and people resources to meet them. As the program develops, standards eventually should address all of the components of a school library program.

Standards also can address administrative components which should include advice on planning, budgeting, and purchasing. As programs develop standards can begin to address other areas such as production, access and delivery systems, maintenance, public information, program evaluation and resource sharing.

In collection development the standards should recommend policies for selection, a minimum basic collection including types of material and how many should be available. The standards should define procedures to be followed in selecting materials including initial selection, examination of titles in existing collections and the handling of challenged materials. Facilities should be described so that school leaders realize that they should be attractive, useful, effective and there are design specifications that are important. And, of course, standards should address budget: the minimums needed for establishing libraries and then maintaining them. Standards always have a prescriptive nature—particularly beginning standards. In many areas standards reflect "the best thinking and experience of the profession."



We must talk about another essential and crucial element of the development of policy for school library programs—policy developers must have a clear understanding of what a school library is and what it does. It is next impossible in a world of high demand for limited dollars to get legislation and policy support for programs that can not be supported with facts and figures from research findings. This means that we turn to research and demonstration in our own country or countries similar to ours. As a starting place, it is very helpful if you can within your country identify good school libraries so that those who are unclear about how they work can see for themselves. Can see children working in them, checking out books, participating in programs and skills instruction related to their classroom activity. Can see for themselves what it means to the teacher to have access to more resources than the textbook. If you collect data from these schools, are able to talk about them, and are able to send public officials, parents, legislators, educational leaders to see for themselves, you have a very valuable resource, and it surely is a type of research data that you are sharing.

You also need to be identifying formal research findings from other countries related to the value of library resources and librarians and their impact on instructional programs, especially in the area of reading and the teaching of cognitive data and study skills.

There is of course a body of research in the industrialized nation about school libraries, and you should be aware of it. Not all of it is as good as it should be. In the United States, a great deal of it is completed as part of a doctoral study and does not always find its way quickly into practice. But some of the good studies have provided useful findings. El-Hagrassey demonstrated the importance of the role of the teacher in motivating reading and the use of the library. Mary Gaver demonstrated the positive relationships among a central library, a full-time librarian, reading patterns, and success on standardized tests. Dianne Hopkins questioned whether the conditions favorable to a child's development of a positive self concept could be found in a good elementary school library. Hopkins identified those conditions as "cooperation, independence, success, positive atmosphere, challenge, and a feeling of value or acceptance." Through a series of interviews with teachers, librarians, administrators, and children and a series of observations she found that a good library media center would indeed provide such conditions and she verified again that a positive self-confidence is a "vital influence in improving academic performance."

But probably more important in developing areas is that you turn to countries like your own for useful research. Less than 5 percent of the world's population is educated in the United States which accounts for the majority of the world's empirical research on education. Researchers in the developing countries, particularly researchers who are studying academic achievement are suggesting that we can not automatically transport U.S. educational research to the developing countries and get meaningful and helpful results. Some significant work being done in developing countries is being done for the World Bank and by Heyneman quoted earlier in this paper. The World Bank has underwritten a massive study of the impact of textbooks on student achievement in the developing countries. In a study reported in May 1983 AMERICAN JOURNAL OF SOCIOLOGY, Heyneman and Loxley described the impact of primary school quality on academic achievement across 29 high to low income countries. Heyneman and Loxley draw on production function models from the field of economics and look at the concepts of goods—quantifiable characteristics of learning and services—and services—managerial investments, to test whether the quality of schools and teachers can explain achievement to a greater degree than characteristics over which the school has presumably little or no control such as a student's age, sex and socioeconomic status. Their key assumption was that governments, like banks, could identify goods and services most likely to raise learning levels and then provide them. The researchers looked at a variety of variables including such things as teacher educational preparation and specialization, library resources, audiovisual equipment, specific special scheduling, number of school hours per day, expenditures per student, principal qualification level, times the library was used per month. Even though some of these variables differed among groups of countries, the researchers always examined seven preschool variables: father's education, mother's education, father's occupation, number of books in home, presence of phonograph, sex of student, and age of student.

The researchers selected pupil achievement in the cognitive area of science because the overlap of science content among countries is so high. They administered tests among the samples of 25 countries. In comparing their data with data available from industrialized countries, they found that students in low and middle income countries learned less science after the same amount or approximate amount of time spent studying the material than children from wealthier countries. The children in wealthier countries

demonstrated much more factual science knowledge. They also found that home factors and socioeconomic factors played a more vital part in wealthier countries than had been projected by Coleman and others in the United States. But when Heyneman and Loxley looked just at the developing countries they found that the poorer the country, the greater the impact of school and teacher quality on science achievement. They continued to look further at the educational level of parents, and they studied the attitudes in poorer countries towards the relationship of education to economic returns and social ability. They concluded that socioeconomic status affects school performance less in low-income countries and that the predominant influence on students' learning is the quality of the schools and teachers to which children are exposed. Indeed, interestingly, to those of us in the United States where so many studies have rejected school influence in favor of socio-economic and pre-school attendance factors, Heyneman and Loxley suggest that if researchers in industrialized countries would use the regression models when factoring the quantification of school and teacher quality in the same way that production-function variables were used in the 1960's that school and teacher quality would appear to be the predominant influence on student learning around the world. And they note again, that the poorer the national setting in economic terms, the more powerful these factors of school and teacher quality appear to be. This is, of course, powerful evidence for us. (4)

One more report from Heyneman's research. Writing in the March, 1983 issue of *FINANCE AND DEVELOPMENT*, a publication of the International Monetary Fund, Heyneman notes the "one policy dilemma that developing countries are not confronting with regularity is the minimum standard of resources a primary school should have before new teachers are added. Expenditures have shown that at a minimum, expenditures on teaching tools should account for approximately 10 percent of public recurrent expenditures." (5) The fact that teachers can not be effective without adequate and good resources is a fact that we know all too well. This kind of reporting is very important to us in our explanation of the importance of school libraries as is Heyneman's statement: "One conclusion is consistent: higher achievement is associated with the availability of textbooks and other printed materials. Of the 20 assessments that have been made of the relationship between the availability of printed material and student achievement scores, 17 have reported positive effects." (6)

Or this statement: "Where there are enough textbooks, and the school system has met certain standards of efficiency and good management—as in Algeria, Greece, Ireland or Korea and Bank tends to lend for science laboratory equipment, supplementary readers, library facilities, electronic media, or specialized teaching facilities. THESE TOO CAN BE EXPECTED TO INCREASE ACHIEVEMENT BY SIGNIFICANT AMOUNTS (7).

Last, just a few words about the role of the professional association. I know I have gone far over my allotted time. The role of the professional association is extremely important. One or two people can not accomplish all that is to be done. There must be committees and task forces. You must invite people to come forward and identify their special interests and abilities. You must identify those who have useful contacts, colleagues who are concerned about the improvement of learning opportunities. You must focus both on the possible that can be done quickly and the impossible and see that people are assigned to work on both. People who are politically skillful must be identified and used.

I'd like to close with some advice. One is an admonition to remember that relatively few people understand what we mean when we say that the good school library is a media center. (I still get beginning students occasionally and talk to parents whose only definition of media is the mass media of television and maybe newspapers and magazines). We know that a good school library is a learning center that assists teachers in meeting their teaching goals and objectives. We know that a good school library offers a planned, sequential, continuous program of instruction in information retrieval, use, and study skills. We know that instruction can be improved when good teachers take their objectives and formally plan with the librarian to use appropriate materials and activities to meet those objectives. We know that boys and girls indeed, we know that young adults and adults also, read more widely and more successfully when they are offered choices, guidance, and programs to motivate reading. Indeed we know all of these things—passionately—passionately do we know and believe. But explanation, interpretation, and examples must constantly be provided when we develop our strategies for developing policies and procedures. Relatively few people: educators, politicians, parents, and lay citizens understand the potential we are talking about.

And last but not least, we must work with an overriding passion for the task that is to be done. By



passion, I mean with enthusiasm with which we take up our cause or our objectives. That devotion, or zeal with which we commit ourselves unflaggingly to those activities that will insure the reaching of our goal. Passion means that we meet a defeat or setback philosophically. We pick ourselves up, analyze where we went wrong, and we try again.

Our knowledge and our passion are a result of education, experience, and dedication to the future. We must learn how to communicate all of this to others. We are important to our countries' future because we are advocates for the young.

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# INFORMATION RESOURCES AS A COMPONENT OF THE EDUCATION SYSTEM

Neville Ying

## INTRODUCTION

This presentation will deal with two main streams of thought:

1. The importance of information resources to the education system.
2. Issues and points of view related to the provision and utilization of information resources in the education system.

## IMPORTANCE OF INFORMATION RESOURCES TO THE EDUCATION SYSTEM

The importance of information to the education system, should be assessed in terms of the role and value of information as a vehicle for achieving educational goals. Let us therefore examine the relationship between education goals and information.

## EDUCATION GOALS AND INFORMATION

Education is central to the social and economic development of a country. In developing countries, this centrality is critical because of the relatively large imbalance between the needs, wants and aspirations of people on the one hand, and limited liability or resources on the other hand.

The goals of education within this development framework, can be summarized as follows:

Education must provide members of the society with:

1. Social and cultural skills for promoting inter-personal relationship, harmony among people in the society and the preservation and development of cultural heritage as well as desirable customs, morals and ethical values.
2. Knowledge, skills and attitudes required for sustaining the level of productivity required for economic growth and the corresponding social development.
3. **Skills for continuous learning.**

Information - its acquisition, provision and utilization - is closely bound up with the achievement of these educational goals. The intrinsic relationship between information and education goals can be attributed to the role of information in the education process. This role can be described as follows:

1. Information affects the acquisition and development of knowledge and skills.
2. Information influences the perceptions, opinions, values and attitudes of people.
3. Information provides the basis for reasoned analysis required for identifying and solving problems, what is right or what is appropriate or otherwise. In this way, information influences the development of the critical thinking skills needed by individuals to make decisions and engage themselves in creative actions.

In order for the intrinsic role of information in the education process to become active and dynamic, there must be strategies and mechanisms for:

- A) developing within individuals, the skills for acquiring, processing and utilizing information independently, and
- B) providing individuals with information.

Information resources determine the scope, operation and impact of these information strategies and mechanisms. In this way, they become critical determinants of whether or not the education system can achieve with efficiency and effectiveness, the important development goals of education.

Let us therefore at this point, focus on what are the major areas of information resources and how they can or should be organized and utilized in the education system to enable information to perform its central role in the education process.

Information resources can be considered to fall into two major areas:

- A) People-based
- B) Technology-based

People-based information resources consist of persons who by virtue of their knowledge or expertise, can provide the information an individual needs either in primary or secondary forms. These persons include teachers, librarians, doctors, lawyers, engineers, nurses, accountants, managers, farmers, ministers or news reporters.

Technology-based information resources, relate to mediated equipment and systems such as micro-film, microfiche, films, videos, slides, transparencies, tapes, as well as computers and computerized information systems.

In utilizing both people-based and technology-based information resources, a basic requirement must be that the information provided to the user should satisfy a fundamental set of criteria for relevance and utility with respect to the user's need. The criteria for relevance and utility can be described in terms of information attributes put forward by Burch et al 1983. These are:

*TIMELY - The receipt of information within the time frame it is needed by the recipient.*

*ACCESSIBLE - The ease and speed with which information can be obtained.*

*PRECISION - The measurement detail used in providing information.*

*FREEDOM FROM BIAS - The absence of intent to alter or modify information in order to influence recipients.*

*ACCURACY - The degree of the absence of error in information.*

*COMPREHENSIVE - The completeness of the information.*

*QUANTIFIABLE - The ability to state information numerically.*

*VERIFIABLE - The degree of consensus arrived at among various users examining the same information.*

*CLARITY - The degree to which information is free from ambiguity.*

*APPROPRIATENESS - How well the information relates to a user's requirement.*

In order for information resources to perform their central role in the education system, the following is a basic important requirement:

People-based and technology-based information resources, must be organized to function as an integrated system which satisfy the criteria for the information to be meaningful and useful to the user.

A library represents this kind of integrated information system, and an important resource for the education process.

However, for a library to be useful and meaningful in the education system, it must be concerned with three important functions:

- A) Providing information
- B) Producing information
- C) Teaching people to produce and utilize information.

With respect to the production of information, the library must perform operations for converting data into information as well as teaching and engaging users in these operations. The operations for producing information from data suggested by Burch (Op. CIT) are relevant here:

1. CAPTURING: *Recording data from an event or occurrence.*
2. VERIFYING; *Checking on validity to ensure accuracy.*
3. CLASSIFYING: *Placing data elements in categories meaningful to the user.*
4. ARRANGING: *Placing data elements in a predetermined sequence.*
5. SUMMARIZING: *In either mathematical or logical form.*
6. CALCULATING: *Arithmetic and or logical manipulation of data.*
7. STORING: *Placing data onto some storage media e.g. paper, microfilm, magnetic tape.*
8. RETRIEVING: *Searching out and gaining access to specific data.*
9. REPRODUCING: *Duplicating data from one medium to another.*
10. DISSEMINATING/  
COMMUNICATING: *Transferring data from one place to another.*

At this stage, it is useful to summarize the major points put forward so far to establish the importance of information resources to the education system.

1. Education is central to social and economic development.
2. Information is intrinsically related to the education process.
3. Information resources determine the scope, mode of operation and impact of strategies for the acquisition, provision and utilization of information in the education system.
4. Information resources are critical determinants of whether or not the education system achieves the development goals of education.
5. The library provides an integrated system for organizing and utilizing information resources efficiently and effectively to achieve desirable education goals. The library is therefore an important information resource to the education system.
6. For the library to be a useful and meaningful information resource to the education system, it must be concerned with three functions: providing information, producing information, teaching users to produce and use information.

### **INFORMATION RESOURCES: ISSUES AND POINTS OF VIEW**

Having established the role of the library in the education system, it will now be used as the framework for presenting issues and points of views related to the provision and utilization of information resources in the education system.

Three major sets of issues will be considered, these relate to:



1. Appropriateness and absorptive capacity
2. Provision of school libraries
3. Providers of information

### 1. Appropriateness and Absorptive Capacity

Appropriateness and absorptive capacity represent a set of major issues in the use of information resources in the education system.

Appropriateness refers to the relevance of resources with respect to the socio-cultural context.

Absorptive capacity refers to the extent to which socio-cultural factors facilitate or hinder the use of information resources.

Appropriateness and absorptive capacity, relate to both the information that is provided or generated as well as the technology that is utilized.

In relation to these issues, the following comments are considered to be instructive guidelines:

- A) Information provided should be relevant, meaningful and useful.
- B) A judicious mix of local community, national and international information should be provided.
- C) Persons providing information services should have specialized skills for:
  - I) Providing information
  - II) Producing information
  - III) Teaching users to both produce and use information.
- D) The technology utilized for information resources should be:
  - I) consistent with what can be afforded
  - II) such that the users are comfortable and satisfied when using different equipment or media,
  - III) such that efficiency and cost-effectiveness are achieved in the storage, retrieval and dissemination of information.

### 2. Provision of School Libraries

The basic issue here is whether or not every school should have a library.

My comment is that this depends on how a library is conceptualized.

If a library is considered primarily as a special physical location with a trained librarian, my answer would be no.

If however, a library is viewed as an integrated system of people-based and technology-based resources, my answer is yes. For this case, the accent is on a system and the use of available resources - people and information materials. This type of system can be devised and implemented in every school.

### 3. Providers of Information

My view on this is that the teacher should play a central role in providing these services. That is, the teacher should be concerned with the three functions of a library that were indicated previously:

- A) Providing information
- B) Producing information
- C) Teaching students to produce and utilize information.

Each teacher should perform these critical information functions either independently where specialized library services are not available at the school, or as a complementary effort, where they are available.

The implications of this approach are clear. The priority for training in the area of library skills in developing countries, should be for teachers, rather than specialized librarians.

## CONCLUSION

Information is closely intertwined with the acquisition and development of knowledge and skills and attitudes in the education system. Consequently, resources for providing learners with information as well as the skills for producing and utilizing information, are critical determinants of whether or not the educational goals of a country are achieved. The Ministry of Education and agencies centrally responsible for educational policy, planning and financing, must provide funds, training programmes and skilled personnel to enable information resources to be a dynamic and active component of the education system.

The provision and use of information resources should be planned and implemented to achieve harmony with the socio-cultural dynamics of the country. Primary concerns in this area should be relevance, usefulness, efficiency and cost-effectiveness.

In order to maximise the use of information resources in developing countries, emphasis should be placed on incorporating library/information skills as an integral part and important aspect of teacher training programmes.

## TOWARDS NEW DIRECTIONS IN POLICY IN EDUCATION

Errol Miller

### Introduction.

I think my four years on the National Council on Libraries, Archives and Documentation Services in Jamaica have conferred on me the privilege of being allowed to speak to librarians, and school librarians in particular. I know I am trespassing in unknown waters. I know, however, that you are a very kind and generous people and therefore, on that assurance, I make my way.

Miss Ferguson did not mention one thing that I had better declare from the beginning, seeing who your speakers were this morning; you had the Honourable Minister of Information. I must point out that I am an Independent Opposition Senator and spokesman on educational issues. I am not a member of any political party. But let us say that I am not on the Government side.

I should also point out to you that I heard the last speaker mention his impressions of the climate for development in Jamaica and what he would expect of that climate. While not wanting to wash any dirty linen in public I must speak of a reality that is somewhat different from those expectations.

### Policy Directions: The Difficulty

In thinking about this topic for the past six months, I have been unable to come to any resolution on the approach to be used. I finally thought that the best thing to do was to sit down and listen to the conference discussions in order to discern the focus and drift of school librarians. Education in almost all countries is localized. In some of the larger countries, it is either a state or a provincial, or district or country matter. To speak in sweeping terms, concerning directions towards new policies for education as a whole, with such an international gathering as this, gives me the impression of someone being thrown to the wind.

At the very outset therefore, let me confess that the topic is beyond my talent and capacity; that I could not hope in the time allotted to encompass all the various situations that your different countries represent and in one set of words reduce all of the complexities and diversity into a single elegant policy statement. Of necessity, this presentation cannot escape contradiction, inconsistency and paradox in dealing with the realities described.

### Information Age:

One thing seems certain, we are moving towards a more technological future. This is probably the most generic and inclusive policy statement that could be made about education policy and its implications for school libraries. For the Caribbean, technological advancement in the information age has not been put on the agenda by Caribbean reality. It has been imposed by world development and we have to seek to cope with it.

I was at a conference in Vancouver last week on teacher education. Some discussion centred on plans to develop in some school districts in the United States an education-information utility, where each child would have a computer on his desk which would be linked to all existing data bases. This would allow the student to get a print-out on any subject or any topic that excited his interest. A businessman discussed his development of this concept and informed the conference that eleven hundred schools in Maryland would be linked up in such a system come September. He pointed to the possibility that all books, articles, pamphlets and other print materials could be entered into this system so that it becomes a utility like electricity or water or gas. The consumer would pay for what he uses because the information obtained would be metered.

Of course, we can be mesmerized by this kind of technological development and embrace it uncritically or we can reject it out of hand as outside of our resources. But it is true that education has to cope with the information age. All of us have to come to terms with that reality in one way or another.



Whether such person will have a computer isolated from every other or linked as part of one giant utility is still a matter for future decision making, but the question of the information age is already settled. This is one future direction which will engage the genius of education policymakers.

### **Non-Formal Education**

It appears that formal education in many countries has come to a virtual standstill. It is the non-formal sector that is experiencing growth. People are moving increasingly towards programmes outside of the formal system - outside of the diploma/certificate/degree structure to meet functional needs arising in different settings. There is greater social demand for more flexible programmes to meet individual needs. The call is for information, knowledge and skills to be packaged in different ways from the ones that we have been accustomed to in the formal system. In addition, changing economic and social conditions have created the need for re-training and re-tooling in order to capitalize on new opportunities. The non-formal programme brings a new group of learners into the education fold. The information age and non-formal education speak, to a great extent, to the realities of the First World. If I am to locate this paper within the Third World, I will have to speak about another direction, that of retrenchment, contraction and reversal.

### **Retrenchment and Contraction:**

Policies are almost directly related to resources. The first thing to be asked is if the policy can be supported by the resources. The more resources a country has the wider the array and sophistication of the policies that can be supported. In many Third World countries there are, invariably, visionaries who perceive needs, who develop strategies to meet them in some modest pilot project that basks in isolated glory from the rest of the system, but never becomes policy. You could speak of the Third World experience of many educators as like unto John the Baptist, preparing and declaring the way. But mass evangelization i.e. policy, only occurs when some political messiah, inspired by the vision, commandeers the resources necessary. The visionary, the politician and the resources are all critical elements in policy formulation. The visionary without the politician is an isolated eccentric. The politician without the visionary is bankrupt of ideas and inspiration. Visionaries and politicians without resources are day-dreamers.

In addition, in the Third World countries, it is the state that is usually delinquent and not the individual. It is the state that does not provide the wherewithal for all of its citizens to be properly educated. The laws that need to be formulated in compulsory education are not a compulsion on the part of parents and children, but on the part of the state to provide for its members. In that context, the Third World, caught in the impact of the debt burden, is being driven into even greater delinquency in education. Each time a country is required by the IMF to decrease public spending and to devalue its currency you can be assured that there will be a decrease in expenditure on education with adverse effects on teachers and students. Education is usually a substantial part of the National Budget. Decrease in public spending and devaluation means decrease and devaluation of the educational system as well. The Jamaican educational system is going through massive devaluation and decline. Over the last three years, there has been a decline in real terms in all areas of public spending in order to meet the National Debt Service charges.

I hope nobody is interpreting me to mean that we have vile and wicked politicians who are deliberately and maliciously destroying the educational system. Nothing could be further from the truth. What we have is a situation in which those who happen to hold the reins of office are not able to hold back the tidal wave of economic decline or its consequences within the educational system.

### **School Library:**

In a conference of school librarians examining educational policy, the school library, by definition, has to be the principal focus of attention. To center the discussion of the debt burden as it affects education in Third World countries, let us examine school libraries and their development in Jamaica. Over the past 30



years, mainly at the instigation of the dedicated librarians and their brilliant leaders, Jamaica has developed a very good School Library Service for Primary and All Age Schools, replete with Bookmobiles making regular visits to ensure the circulation of books to schools.

The National Council for Libraries, Archives and Documentation Services has developed standards for the building, equipping and staffing of libraries in secondary schools and colleges. In addition, teacher education programmes have included the preparation of teacher-librarians to help man school libraries and liaise with the library services. These developments have taken years of painstaking effort to establish the policies necessary and to command the resources required.

Since 1983, Education has declined from being 19.9 percent of the National Recurrent Budget to 15 percent in 1985-86. This reduction is in direct response to increase debt servicing demands consequent on the devaluation of the Jamaican dollar from J\$1.78 to US\$2.00 in 1983 to J\$5.50 to US\$1.00 currently in July 1985. Accordingly, the allocation to the School Library Service is significantly reduced in real terms, especially when seen in relationship to the staggering increase in the costs of books, consequent upon devaluation and the steady increase of these costs in the developed world. Earlier this month the Government announced the closure of two teacher education institutions, one of which was the major source preparing teacher-librarians. This move was predicated on government's dwindling resources. The total package of retrenchment included raising the teacher-pupil ratio at the primary level to 1:55, and not admitting any new students to teacher education colleges.

Except for Barbados, British Virgin Islands and Bahamas, teachers in many Caribbean islands are fund-raising to provide basic needs in order to keep schools open. In this context it is not difficult to see that the school library becomes an endangered item on the school's agenda. Basic infrastructural support in the form of teacher training is being dismantled and operational costs dictate decline in the provisions and services offered.

There are two aspects of this phenomenon that I wish to consider. First, the disillusion, demoralization and virtual despair of those persons who have spent significant portions of their lives building an essential and vital support service in the educational enterprise. Their reward is to see their life's work destroyed. Even if the economic situation improves in the immediate future, how easy will it be for them, policy-makers and managers, to inspire the energies and effort needed to rebuild that which has been destroyed?

It would appear that both the decision-makers of international lending agencies and governments have been overlooking the human element in their decision making. The impression given is that professionals in the education enterprise are conceptualized as pawns and not persons.

Second, is the impact on educational outcomes - at the primary, secondary and college levels. Reading is a skill but it also a habit. Our experience with the adult literacy programme - JAMAL\* - in Jamaica is that 2 out of 3 adults enrolled had learned some reading skills in primary school but were lapsed literates. They learned the skill but did not develop the habit. The school library is the focal point in developing the reading habit. Deterioration in the teacher provision, the materials and books available and the support from the schools library service will most definitely result in lower standards of literacy of children leaving primary schools in the future. The library is also known to be related to the quality of secondary and college achievement outcomes.

### University of Cuts:

There are those who would point to the fact that cutbacks in the provision for education are not confined to the Third World and to the debt crisis of nations. They would point to serious retrenchment in First World countries and to the militant response of teachers in several countries.

It is self-evident that several powerful western countries currently have governments that are dissatisfied with educational outcomes in their countries and have been pursuing policies which differ fundamentally from the immediate past. The fact that similar things are happening in the First World should lead

*\*Jamaican Movement for the Advancement of Literacy*

us into believing that we are witnessing the same phenomenon worldwide. A number of considerations arise.

First, to what extent are the economic and social policies designed for First World countries applicable and meaningful in the Third World? The current Jamaican Government has enthusiastically embraced and followed the economic prescriptions of Reagan and Thatcher and therefore, has almost zealously followed the \*IMF's scenario of devaluation, decrease in public spending and increase in exports. However, the Jamaican economy has continued to decline while those Caribbean countries that have stayed clear of IMF's prescriptions, appear to be faring better even though they face similar problems.

Second, even if these policies are valid and relevant, given the wide differences in the support infrastructure between Western and Caribbean countries, can the latter absorb the magnitude and pace of the prescribed changes without massive dislocation, suffering and social unrest? If the U.S. economy sneezes, the Canadian economy catches a cold and Caribbean economies get pneumonia. That's about the right scale of relationship. The concern is that the fragile economies and social structures of Third World countries will be severely damaged by the prescriptions currently being administered.

Third is the question of the lack of control that Third World countries have over their circumstances. Jamaica has been following the IMF's prescription to increase exports to improve its foreign exchange earnings. The U.S. has recently implemented the C.B.I.\* programme to offer greater trade opportunities to Caribbean countries. However, each time one of our products seem to be making good strides in the American Market that product suffers a devastating setback at the hands of those controlling imports into the U.S. For example, our citrus was said to suffer from black spot where that disease has never existed in Jamaica. In the two months it took to prove the U.S. authorities wrong, importation ceased. We have not been able to recover the market share we had gained. A similar fate befell our pumpkins. Most recently a manufactured product - Milo - was banned because, said the U.S., the sugar content was sufficiently high to allow sugar to be extracted from it for sale in the U.S. Now no free market, free enterprise or free trade society should restrict a product based on such a protectionist premise. Also no free market economy should protect a product where a Third World country could produce it, combine it in another product, then separate from that product and still sell it at a lower price than it can be produced for in the U.S. But that was not the point. The reality is that the Third World's economic problem is, to a large extent, due to the terms of trade with the First World and its relative impotence in altering those terms. To many, the difficulties experienced in implementing the solution are, in fact, the cause of the problem in the first place. The First World sets the prices of the goods they buy from us, and of the goods they sell to us, and always sets those prices in their favour with the resultant outflow of wealth from the Third World.

### **The Challenge:**

There is a limit to which the standard of living of poor countries can be lowered without social upheaval. There is a limit to which education can be retrenched without damaging the future. The persons at greater risk are the poorest people in the poorer countries. The question is finally a moral one. Can the wealthier countries and the wealthy people of poor countries stand as spectators while poor people and their children are sacrificed on the altar of an unjust economic order? My own view is that politicians and the political arena locally and internationally are bankrupt of meaningful answers. The lesson of the Ethiopia Food Relief rescue is that it is at the people to people level that real answers lie. One hopes that conferences will lead to greater understanding at the personal level and therefore, lay the base for better and more just future policies.

\* *International Monetary Fund*

\* *Caribbean Basin Initiative*



# HUMAN RESOURCES TRAINING AND DEPLOYMENT : COMPETENCIES NEEDED IN SCHOOL LIBRARY PERSONNEL

Sigrun K. Hannesdottir

This morning our topic is the policy for human resource development. What I should like to suggest is that we use these minutes that I have been given to define our task as well as possible. Subsequently we will listen to the specialists from 4 countries who will tell us about their experiences, and then we will form working groups where we will have the opportunity to pool our resources and exchange views and ideas.

The development of policy statements should start with some preliminary work. Let us first define what we mean by policy; in Webster's Third New International Dictionary, p. 1754, we find the following definition of the word 'policy': "Definite course or method of action from among alternatives and in the light of given conditions to guide and determine present and future decisions."

This definition suits us perfectly in this context because what we wish to develop is a statement guiding us from the present situation to a future goal. Consequently this also means that we must define specifically "the present situation", i.e. where we are now and our "future goal" where we wish to be at a given future date.

So let me now try to pose the questions which we need to answer in our policy statement:

1. What personnel do we already have in our school library system (number, qualifications)?
2. What are our potential students (recruitment, number, qualifications)?
3. What are our training facilities (types of institutions)?
4. What teachers do we have in order to develop an educational programme for school librarians (number, qualifications)?
5. What are the contents of school library educational programme (length, subject coverage)?

Now we should look at each of these five components and see if we can clear our views on them:

## 1. PERSONNEL

In the UNESCO Guidelines for Planning and Organization of School Library Media Centres, there is a list of four types of personnel in a school library, i.e. professional, technical, clerical and volunteers. Here we are only concerned with what they call professional. However in a study done by Katie M. Mungo she identified six types of people employed in school libraries in the Caribbean, and these groups are much more common in the areas which I am familiar with. These six groups have the following educational qualifications: some are dually qualified as librarians and teachers; some are librarians without preparation in education; some are teachers without preparation in librarianship; some are teacher-librarians (teachers with short training in school librarianship); some are library technical assistants; and some without qualification in either field.

What we wish to develop is a plan which defines approximately how many people we need in order to obtain our goals and what are the educational qualifications we consider essential for the school librarians.

## 2. STUDENTS

In terms of defining how many people we need for the system we also must be realistic as to how we are going to recruit students. We also must be fairly clear where they are mostly likely to come from and what their educational background will be when they enter the school library programme.

My guess is that most of them will be teachers or library technical assistants. We then must develop a plan of how we wish to attract people to the programme, tell them what we offer in terms of part time study, even correspondence courses, and what kinds of occupational expectations they can have upon the

completion of the programme.

### 3. TRAINING FACILITIES

Four types of training possibilities are well known when it comes to the education of school librarians:

- university - based library schools
- teachers' colleges
- correspondence courses
- continuing education and seminars

All of these possibilities must be taken into account. I am very strongly in favour of using the facilities there are in each country and I am far from being unorthodox in this aspect. The main thing is to get people to work together to make the fullest use of available resources and facilities. The one thing we must secure is that once we have a programme functioning there is some guarantee that it will continue for some years.

### 4. TEACHERS

This factor ties in with the item above, i.e. the training institutions. For a school library educational programme we do not need very many people, but we need people with good, solid knowledge of their own reality as well as experience from the field. Two full time people should be able to develop a good comprehensive programme for one hundred students with the assistance of some part time people from the practical field.

### 5. CONTENTS OF STUDY

For the contents of the programme I should like to suggest a course created along the lines of a brand new document called Guidelines for the Education and Training of School Librarians.<sup>\*</sup> This document defines three main areas, librarianship, management and education as the basis from which to select items for the training of school librarians. Each of these three areas is broken into three units and each unit contains several competencies. (See attached graph)

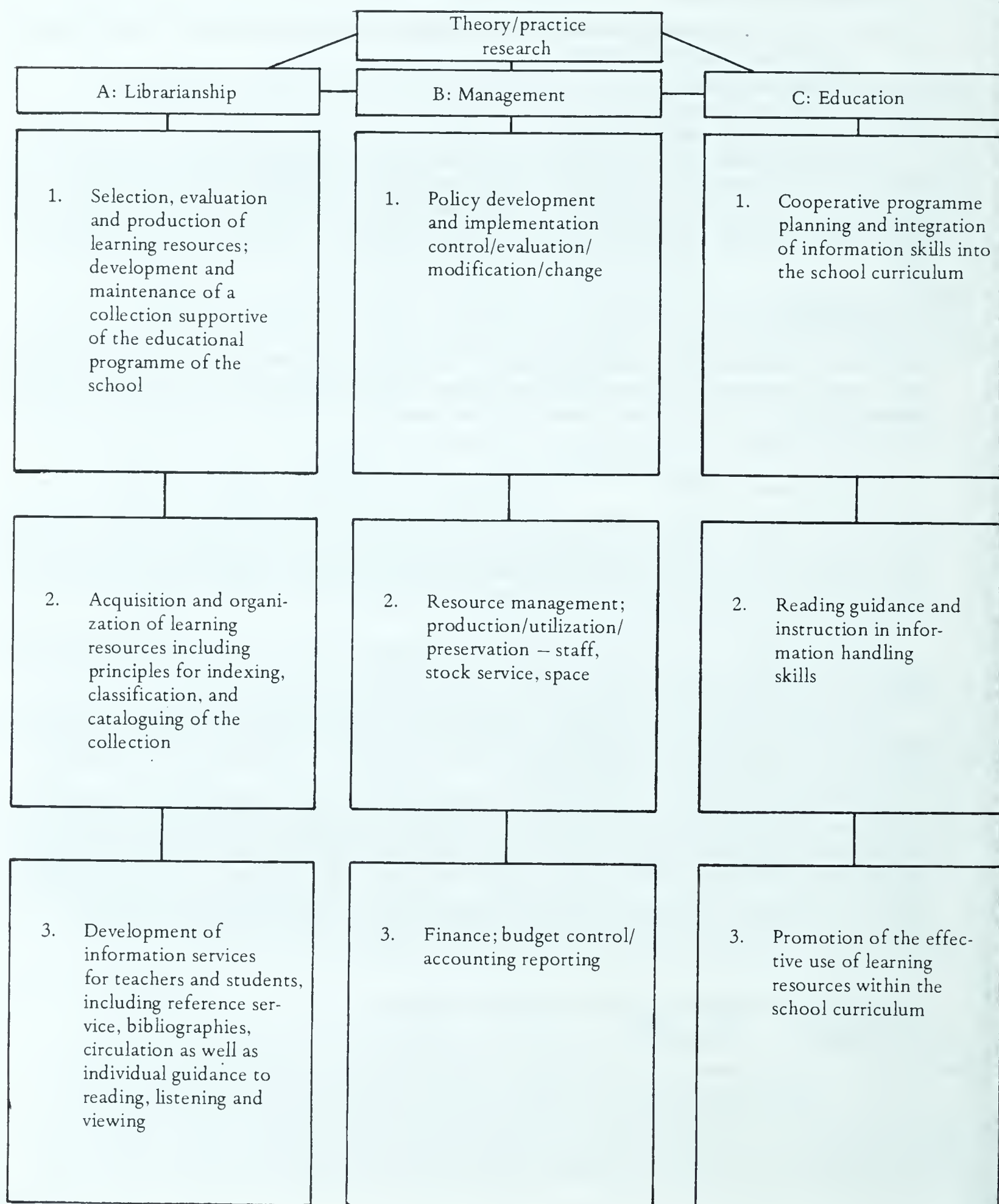
People involved in the creation of an educational programme of this type can use the Guidelines and define the units which are needed, and create a type of modular course which carries the essential knowledge for that particular competency.

This outline has been very quick but I suggest that the working groups which will be formed for the second half of our session will each discuss one of the components I have listed here above, and the speakers who follow me will serve as session leaders.

One final note: Once we have a policy statement we must convince the authorities of the advantages of a systematic approach to the development of an educational programme for school librarians; the approach which is suggested here makes the maximum use of the national resources, both human resources and educational facilities, and turns this into a great advantage for the improvement of the elementary and secondary education. I have not yet met the politician who is not interested when we present him/her with such a plan, one which is inexpensive, advantageous and requires no foreign currency.

<sup>\*</sup>*Guidelines for the Education and Training of School Librarians*  
Draft edition IFLA, 1985.

## ESSENTIAL COMPETENCIES FOR SCHOOL LIBRARIANS





## A MODEL FOR SCHOOL LIBRARY POLICY MAKING

Gene Burdenuk

First of all, let me say how pleased I am to be invited to present a paper at this, the 14th Annual Conference of the International Association of School Librarianship. This is only the second occasion that I have been able to attend IASL. It is indeed a privilege to be involved in sharing ideas with so many of you, from so many countries throughout the world. I would also, at this time like to extend best wishes to the conference organizers for a successful conference on behalf of the Canadian contingent at I.A.S.L.

In preparation for this presentation, I undertook a literature search to determine what actually has been written on the topic of "Assessing School Library Policies." After an extensive search of both the ERIC and LISA databases, I discovered that not much has been written or indexed in this area.

There was, however, one paper in particular that proved invaluable in terms of providing direction to me. That paper was entitled "A Framework for Policy Making," written by a Canadian colleague, Lawrence Tymko. Although aimed at school trustees, the paper served as a good introduction to the policy making field.

I have taken some liberty in interpreting the focus of my presentation and, while I am sure that there would be considerable value in assessing some existing school library policies in terms of their legal and financial bases, it seems to be that much more benefit would accrue if we could construct a model for developing and evaluating a school library policy within a systematic framework. If we could then take that model and apply it to an existing policy, it might provide us with a clearer understanding of the school library policy making process.

Before we begin to construct a model, it might be helpful to explore some of the characteristics of policy making in relationship to school libraries.

Policy relating to school libraries may take effect at a number of different administrative levels. We can have, for example, a school library policy developed at:

- the school library level
- the individual school level
- the school board or district level
- the region or county level
- the provincial or state level
- the federal or national level
- the international or world level

The focus of this presentation will be school library policy development at the provincial/state and national levels.

Policy is a general statement of intent and is directed towards the achievement of a given goal. Policies relating to school libraries tell us a lot about what a jurisdiction thinks about education, about teaching and learning, and about its children.

Policy is embedded in the sets of beliefs feelings and emotions of the policy makers and the compromises that result when these beliefs come into conflict. Policy making, therefore, is tremendously value-laden and is, and should be, reflective of the group for which the policy is intended. We would define a value as that which an individual or group regards as desirable. Values provide a guidance system for individuals are an intrinsic part of us; and yet, we frequently are unaware of their influence in our perception of reality.

Because of the value-laden nature of policy making, it follows that there is no such thing as an ideal (or exemplary) model school library policy that can be picked up and set into place in another environment or context. We have to be constantly aware of this in our assessments of existing policies relating to school libraries. We cannot also assume that the values and beliefs that led to the establishment of a particular policy in one jurisdiction are the same as those within our own jurisdiction. A school library policy, for example, that has been developed for Ontario, Canada, may have little relevance for school library policy deve-

lopment in Jamaica.

Policy making can be viewed as social change occurring through political action. Policy is established to enhance the well-being of society by making changes in the relationships between individuals, groups or institutions through the allocation of resources.

Another characteristic of policy making is that it is a process that is continuous and on-going and never ending. The completion of one policy leads to the development of a newer one. Policy may be prescriptive or permissive in nature. Most school library policies tend to be of the permissive nature.

It might be helpful to the audience to provide a brief description of the context within which most policy making decisions are made. The systems model provides a very clear overview of the policy making process and its various parameters. The systems model (see enclosed) has three interrelated components: Inputs, Conversions, and Outputs—which function and are influenced by the environment. Policy making generally, and school library policy making specifically, are affected by the demands and support, either real or perceived, that impact on the political system. These demands and support come from all segments of society and relate to social, political, legal, and economic issues. It is within these inputs that education and school libraries must provide visibility and evidence of need. So school libraries compete with child care, roads and sewers, health care, old age, etc. etc. As with any institution, the demand for services always outstrip the availability of resources.

The Conversions portion of the systems model describe those activities which take place within the political process prior to a decision being made or an action being taken. In some jurisdiction these activities would include task forces, hearings, trend surveys, trial balloons, committee meetings, lobbying and demonstrations, and, as in the case of the Alberta model, a position paper. Governments and policy makers are very sentive to political pressure and it is through the above mentioned activities that many policies become legislated. The output phase of the model includes the actual decisions and actions selected. In a school library framework, these might include policies, procedures, standards, regulations, statutes, funding or resource allocations. These actions and decisions provide feedback into the input part of the process and initiate a new cycle. The three phases of the model are affected by, and can affect or influence the environment of which they are a part. The model presented is dynamic and ever changing and should provide encouragement to even the most pessimistic spirit.

I would propose that it is possible to examine policy making systematically, by breaking the process down into a number of component parts that be analyzed and understood. Hopefully, this analysis will provide direction to those attempting to develop policy. The model that will attempt to relate the model to a policy that has been developed specifically for school libraries in Alberta, Canada. I have chosen the Alberta policy as a basis of discussion for a number of reasons. First of all, the Alberta policy is current, being only released in October, 1984. Next the policy guidelines and procedures are fairly brief and easily duplicated. Furthermore, it is a model that I have some familiarity and background knowledge. Finally, we have the advantage of having access to the "Position Paper on School Libraries in Alberta" which provided the framework for the actual policy. The Alberta experience provides a living model that we can dissect, examine and draw conclusions. Copies of the Alberta "Policy, Guidelines, Procedures and Standards" will be made available to you during this presentation.

The systems approach to policy making allows for a discrete description of the various components of policy making and provides a clear understanding of the inter-relationships of these various components.

Policy making and specifically school library policy making can be broken down into six distinct components. These are:

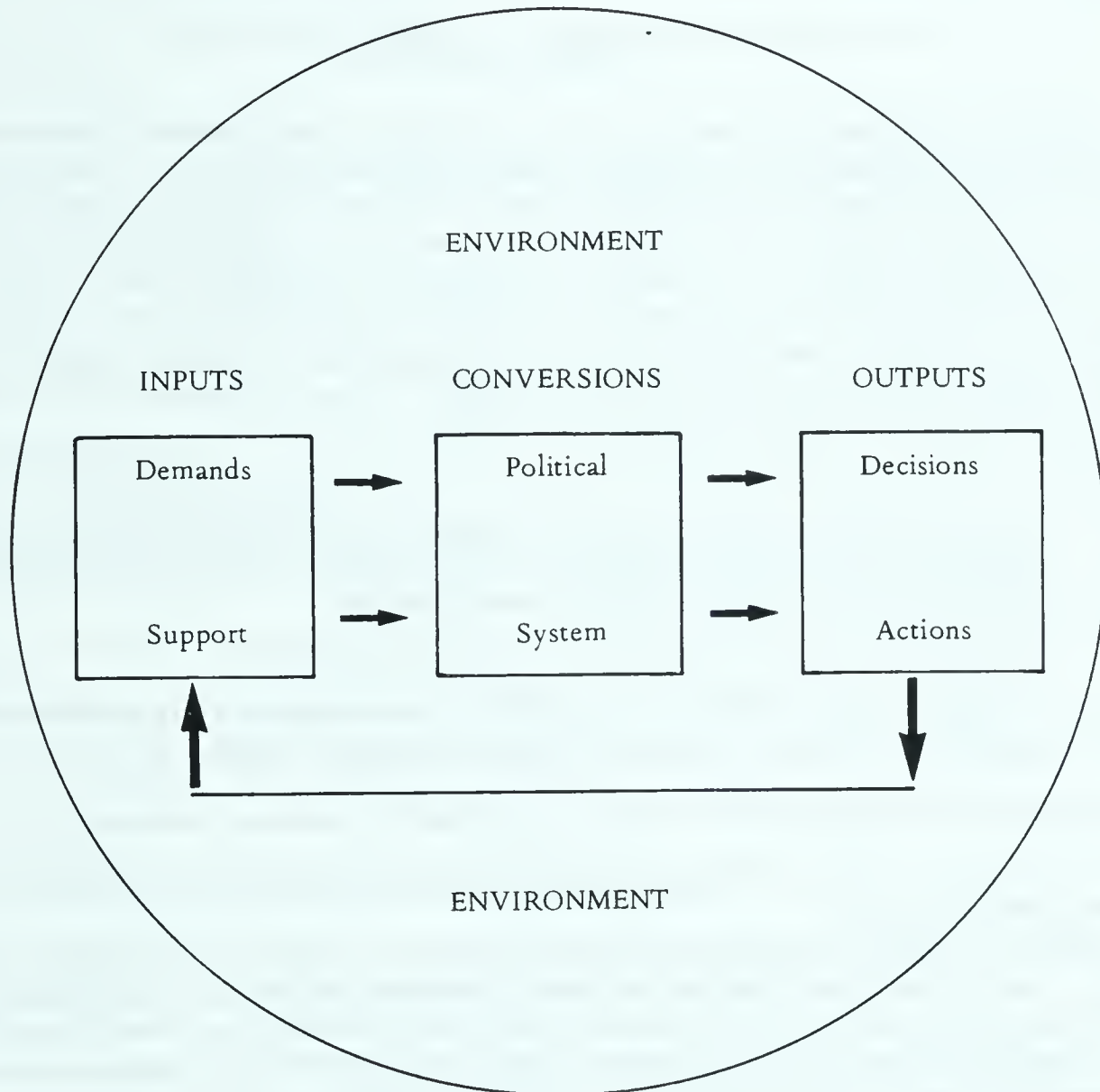
WHAT OUGHT TO BE?

WHAT IS THE EXISTING STATE?

WHAT IS THE PROBLEM?



# THE POLICY MAKING PROCESS



WHAT ARE SOME OF THE ALTERNATIVES?

WHAT SHALL BE THE POLICY ?

WHAT ARE THE RESULTS OF THE POLICY?

Let us examine each one of these steps and attempt to relate them to the development of the "Policy, Guidelines, Procedures and Standards for School Libraries" issued by the Government of Alberta.

### WHAT OUGHT TO BE

The first and perhaps most important component in the six stage process is coming to a statement on what is desired or considered to be the goal in terms of the policy. Arriving at a consensus on the desired goal is often a long, drawn out and painful process. As mentioned earlier, because our values tend to influence our perception of reality, the development of a clear, concise and precise statement of intent relating to school libraries is difficult. To maximize the acceptance of "what ought to be," it is extremely important that this statement be congruent with other already accepted goals or objectives. In Ontario, for example, one of the thirteen goals of education states that it is the goal of Ontario schools "to help students develop a responsiveness to the dynamic process of learning." There is an opening here to create a statement on school library policy to support that goal of education.

Alberta's statement on what ought to be is clear, concise and easily comprehended, and reads:

Students in Alberta schools should have access to an effective school library program integrated with instructional programs to provide improved opportunities for student achievement of the Goals of Basic Education for Alberta.

Could Alberta have been any clearer in its statement of intent?

Does the "ought to be" provide flexibility in anticipating unforeseen circumstances?

Is the statement of "ought to be" acceptable to the people of Alberta?

Does the "ought to be" relate to the general thrust of education in Alberta?

I think that it is clear the Alberta goal meets all of the criteria outlined above and is a good example of a clearly articulated policy.

What is the existing state involves determining what is the current level of support and what is being done to meet the need, to resolve the issue or to respond to the demand. The difference between the "what ought to be" and the "what is" represents the gap between what is, and what is desired.

In terms of the Alberta policy, a position paper prepared by an Interbranch Committee of Alberta Education identified the state of affairs in school libraries in Alberta as follows:

There is a wide disparity in both the quantity and quality of school library services available to students throughout the various school jurisdictions in the province.

Continuing pressure for fiscal constraint have served to prevent the development and maintenance of satisfactory standards for school library services in some jurisdictions.

Again, we have a concise and focussed description of what the reality of school libraries were in Alberta in 1983.

The next step in the policy making process is to determine what the actual problem is. Lawrence Tymko, in his paper on "A Framework for Policy Making" provides a very clear series of steps for determining how to define a problem. These steps include:

1. Goal Clarification:  
What future conditions or circumstances are to be realized as far as possible? How important are they?
2. Trend Description:  
To what extent have past and recent conditions and circumstances approached the desired state? What discrepancies are there? How great are they?
3. Analysis of Circumstances and Conditions:  
What factors have influenced the direction and force of the trends described? Are any of the factors identified key?
4. Projection of Development:  
If nothing is done, what is likely to happen? What is the probable future of the goal? Discrepancy?
5. Invention of Alternatives:  
What are the solution alternatives?
6. Evaluation:  
What intermediate objectives and solution alternatives will gain the best progress toward the preferred goals?
7. Selection or Choice:  
What's the final decision to be?

Looking again at the definition of the problem with respect to school libraries in Alberta, the following problems were identified:

1. Lack of clear identification of the role of the school library in the overall instructional program of the school.
2. A lack of a clear-cut policy direction with respect to the development of school libraries.
3. A lack of officially approved standards or guidelines related to the provision of library services to students and teachers.
4. A lack of professional assistance and direction at the district and/or school level to develop effective library services.
5. A lack of funds to support the level of library services required.

What are some of the alternatives involves identifying the best solutions, taking into account the potential risks, costs and benefits, and the likelihood of achieving the desired outcome.

Alberta Education, in its position paper on school libraries, identified five major issues and put forth a number of alternatives for each of the issues that were identified. The five issues identified were:

- |              |  |
|--------------|--|
| ISSUE ONE:   | What should be the role of the school library in the overall instructional program of the school?  |
| ISSUE TWO:   | Whose responsibility is it to develop policy direction for school libraries, and what kinds of policies are needed?                                      |
| ISSUE THREE: | Who should establish standards and guidelines for the operation of school libraries, and should these be expressed in quantitative or qualitative terms? |
| ISSUE FOUR:  | Is professional direction at the school and/or district level a critical component of an effective library program?                                      |
| ISSUE FIVE:  | Is there a real shortage of funding to support effective library services?   |

As each of these issues were identified, various alternatives were put forward with the committee



usually advocating one of the alternatives and providing a detailed rationale for the alternative selected. The amount of time and space devoted to this paper does not allow me to describe the various positions taken and the rationale for each of these. Readers wishing a more detailed description should refer to the actual position paper. It might be helpful, however, to examine in detail one of these issues.

The committee's analysis of Issue Three, "Who should establish standards and guidelines for the operation of school libraries, and should these be expressed in quantitative or qualitative terms" provides a clear description of the approach that was taken. The following is taken directly from the Alberta position paper:

\* \* \* \* \*

## Alternatives

This issue will be dealt with in two stages:

1. The level of educational governance at which standards and guidelines would most appropriately be established (province, board, school, or some combination thereof).
2. The respective merits of quantitative and qualitative standards and guidelines.

## Committee Position

With respect to 1 above, it is the committee's position that standards and guidelines for the operation of school libraries should be a shared responsibility involving Alberta Education, boards, and schools. With respect to 2 above, the committee's position is that qualitative standards and guidelines are the most appropriate vehicle for encouraging high-quality library services in Alberta schools.

## Rationale

### Level of Governance

A shared approach to the development of standards and guidelines for school library services is consistent with the approach to standards and guidelines that is taken in the related areas of program development, program delivery, and the operation and administration of schools in Alberta.

It should be the responsibility of Alberta Education to establish quality standards and guidelines with respect to:

1. The qualifications of personnel charged with the responsibility of developing and maintaining the school library program.
2. Building guidelines for school library facilities.
3. The evaluation of media materials dealing with controversial issues, bias, prejudice, and so on.
4. The development of the school library collection to support the "Provincial Program of Studies."
5. The types of library services that should be provided to students.
6. Recognized standards of materials cataloguing.
7. General criteria for evaluation of library services.

It should be the responsibility of school jurisdiction to establish quality standards or guidelines with respect to:

1. Expected quality of the media collection and services beyond the established provincial guidelines.
2. The evaluation and selection of media for school libraries.
3. The services that should be provided to support locally developed curriculum.
4. The determination of annual budgets to support the desired service.
5. The renovation and/or upgrading of existing school libraries to reflect current needs.
6. Criteria for the evaluation of school system and school library services.

Individual schools should assume responsibility for establishing quality standards and guidelines regarding:

1. The assignment of professional and support staff required to provide the desired service.
2. The delegation of staff responsibilities in terms of the nature of the library program and services required.
3. The cooperation of classroom teachers and library staff in planning the integration of the library program and the instruction of students in required library skills.
4. The supervision of students in the library.
5. The expenditure of budgeted funds for the library.
6. Hours of library operation.
7. Evaluation of library services in the school.
8. The use of student assistants or other volunteer help in the library.

### **Quantitative vs. Qualitative Standards and Guidelines**

Quantitative guidelines are a means of expressing quality expectations using numerical ratios (for example, \$20 per student for media acquisition, one 16mm projector per 10 teachers, and so on).

Qualitative guidelines are a means of expressing quality by relating intended outcomes to the program needs of the school or students (the media collection will permit students to research information in a variety of print and nonprint formats, students will receive specific instruction in the effective use of periodical collection, and so on).

Since there will be significant difference between the instructional programs of schools, there will also be difference in the library services and media required to support specific instructional programs. Quantitative standards, because of their precision, cannot acknowledge these differences effectively. In addition, there is no empirical evidence that demonstrates conclusive relationships between a given quantitative standard and achievement of curriculum objectives. As an illustration, is two filmstrips per student an adequate number, or should it be more or less? The view of the committee is that, rather than stating requirements in ratio form, the number of filmstrips in the school library would be more appropriately derived from perceived local needs, utilization patterns, and the availability of relevant filmstrips. This would vary from year to year, and from subject area to subject area.

\*\*\*\*\*

The clarity of thought, the forcefulness of presentation, the detailed articulation of responsibility, and the professional approach taken in this section of the Alberta Education position paper is typical of the entire work.

### **What are the Results?**

In an attempt to describe the impact that the new proposed policy would have, a description of the ideal state is presented at this stage of the model. This gives the stakeholder groups a clear understanding of what society, or in this case the school library, will look like given the enactment of this new policy. Once again, the Alberta position paper provides a clear portrait of the characteristics of an effective library program if the proposed suggestions are accepted and implemented.

### **Characteristics of an Effective School Library Program**

1. School and district policies in relation to library services would reflect the unique characteristics of the instructional program of the district and the school.
2. The principal, teachers, and teacher-librarian would be active partners on an on-going basis in planning and coordinating the instructional program with the library program.
3. The principal, teachers, and teacher-librarian would participate in the identification of service, collection, and facility priority needs so that budget projections could be justified on the basis of actual benefits to students.



4. The teacher-librarian would coordinate, in cooperation with the teaching staff, the evaluation and selection of new media and the plans for their utilization.
5. Formal and informal instruction would be provided to students to help them acquire the skills of library use, research, and information processing.
6. Teachers would incorporate in their instructional program meaningful activities that would require students to apply skills to locate and use media.
7. Students would demonstrate their ability to locate and use the materials in the school collection.
8. Teacher-librarians would ensure that facilities and collections would be well organized and that the library environment would be one that is stimulating and conducive to learning as well as to leisure pursuits.
9. Students would have access to and be encouraged to use the library on a regular basis. Operating hours would reflect student needs.
10. The school library would be perceived by students and staff as an important centre for learning.
11. Both the quantity of media used and the quality of use would give evidence of the overall impact of the library program.
12. Students would demonstrate the ability to use a variety of media formats.
13. Library staff would demonstrate sensitivity to student needs and would provide assistance as required.
14. Students would demonstrate respect for staff and for the media and facilities made available to them.
15. Activities would be initiated to encourage students to use the school library for pleasure and enjoyment.

The six stage model presented provides a clear and rational description of the policy making process relating to school libraries. The use of the Alberta Education Position Paper on School Libraries in Alberta helps demonstrate how the model works in practice.

The success of the model, at least in terms of the Alberta situation, can best be demonstrated by an analysis of the Policy, Guidelines, Procedures and Standards that was published in October, 1984. The eight page document which will provide the framework for school libraries in Alberta into the 21st century has been widely acclaimed in Alberta and its impact has already begun to be felt.

Because of time constraints, we are not able to provide a detailed description of an evaluation model for the Alberta school library policy. I would suggest that the following criteria could be applied to determine the success or failure of the policy:

#### **Effectiveness**

The extent to which the procedures and guidelines in the policy meet the intended goal.

#### **Acceptability**

The extent to which the recommended procedures and guidelines achieve the desired outcome through the most responsible use of resources.

#### **Efficiency**

The extent to which the recommended procedures and guidelines achieve the desired outcome through the most responsible use of resources.

## Congruency

The extent to which the procedures and guidelines are in accord with the intended outcome and with each other.

## Timeliness

The extent to which the policy, guidelines and procedures meet the historical moment.

Each of the various components of the Alberta policy could then be evaluated using the above mentioned criteria. The accompanying School Library Policy Evaluation Matrix can be used to create an evaluation profile for the entire document. For purposes of illustration, I have only applied the matrix to the Policy Guidelines portion of the Alberta document. The information from this type of analysis can prove to be invaluable in terms of critiquing existing policy or perhaps more importantly vetting proposed policy.

Perhaps the most overlooked aspect of policy making is the issue of implementation. Without implementation there is no policy. The implementation should be well conceptualized, realistic, achievable and should be supported by adequate resources. Again, a lot of thought and consideration has been given to the area of implementation by the Alberta government. The following activities have been undertaken:

1. A booklet, Alberta School Libraries in Action, has been published illustrating effective library program development.
2. An Integrated Program Model for School Libraries has been developed and will be distributed to all Alberta schools in September 1985.
3. A fund for teacher inservice education activities has been extended to include school libraries. This grant provides for \$9.00 per student to support activities which will result in improved classroom instruction.
4. In 1985-86, a special fund for enhancing school library resource centre collections will be allocated to school boards on the basis of \$10.00 per student, or \$1,000 per school (whichever is greater).

It should be noted that in order to receive these funds, school boards must provide evidence of having documents that are consistent with the new library policy, a plan for priority needs for collection development, and an evaluation and selection policy approved by the school board.

The success of school library programs throughout the world can usually be attributed to the existence of policies that have been developed to support the growth of school libraries. Those areas of the world with poorly developed school library programs tend not to have policies on school library development in place.

Policies provide the framework for effective school libraries.

I trust that this presentation on "A Model for School Library Policy Making" provides some direction for those seeking to develop policy or to analyze existing policy.

The use of the Policy, Guidelines, Procedures and Standards for Schools in Alberta demonstrated that the process does work and that even in times of fiscal constraint, effective school library policy can be implemented.

I thank you for your attention.



# A SCHOOL LIBRARY POLICY EVALUATION MATRIX

POLICY	EFFECTIVENESS	ACCEPTABILITY	EFFICIENCY	CONGRUENCY	TIMELINESS
Students in Alberta schools should have access to an effective school library program integrated with instructional programs to provide improved opportunities for student achievement of the Goals of Basic Education for Alberta.					
GUIDELINES	1 2 3 4 5	yes no			
1. School library programs should be integrated with the goals and objectives of the school's instructional program as set forth in the statement, The Goals of Basic Education for Alberta.					
2. School library programs should be developed and implemented to meet and preferably to exceed the recommended minimum standards for school libraries as set forth by Alberta Education.					
3. The development, implementation and assessment of school library programs is the responsibility of local school jurisdictions.					
4. Alberta Education will continue to fund school library programs through regular School Foundation Program Funds.					

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## HUMAN RESOURCES TRAINING AND DEPLOYMENT: THE UNITED KINGDOM SITUATION

Michael Cooke

There is a danger that the school librarian is seen as a master of clerical, administrative and technical tasks in the library, and that his important role in supporting the curriculum is not given its true value.

The U.K. is no exception to this pattern and unfortunately still far too many of our school libraries are the responsibility of teachers with varying degrees of enthusiasm, time and often little training for the role. I don't think there is any other specialist field which would accept the notion that anyone, given time and interest could be responsible for its development. We would not accept that any one with the right enthusiasm should be Head of the Science Department or Geography Department but yet a department in the school that often has control of a higher budget than any other department in the school is left in the hands of the enthusiastic (and sometimes not so enthusiastic) amateur.

If any progress is to be made in the development of school libraries, this is one situation that has to change.

Fortunately in the U.K. there is a glimmer of sunshine on the horizon. As many of you may be aware, in December 1984, the Library and Information Services Council's working party on School Library Services presented its Report entitled "School Libraries: the foundations of the curriculum". This report made it quite clear that fundamental changes were needed in many aspects but appropriately for today's theme, they recommended important changes in the education and training of school librarians.

An important recommendation was that the Department of Education and Science should take a national initiative in the field of staff training and should produce guidelines for school library provision. I am sure we would all endorse that need for a National Plan.

The report identified the areas of knowledge and understanding that are felt to be essential to the school librarian's work:

1. Curriculum studies, learning theory and teaching methodologies with special reference to pupil-active learning modes, information and study skills, language skills, reading across the curriculum, media skills, visual, aural and computer literacy.
2. The library in the personal development of the child, including imaginative and pleasurable reading, the information needs of children, and the encouragement of the pleasure of reading and enquiry.
3. Selection tools and library materials in all areas of the school library's concern, including imaginative materials, specialist subjects, and resources in both categories produced in-house; selection criteria, including multicultural and multifaith questions, and problems of sexism and racism.
4. Reference and enquiry work with children and teachers, including search strategies, use of print and non-print sources, on-line sources, information agencies, and reader-guidance.
5. The organisation of knowledge, including content analysis, classification, cataloguing, subject indexing, and computerised retrieval methods.
6. Library organisation and management, including the library's place in the school management structure, cooperation with other departments and with outside agents, and library promotion.

The report also stated clearly "we are convinced, however, that the argument that the use of the school library should be at the heart of the curriculum has far reaching consequences for the professional education of teachers which need early examination and corrective action."

In the report, Library Schools and Teacher Training Organisations were recommended "To consider the establishment of modular courses in librarianship for teachers . . . and in teaching for librarians - to facilitate the progress towards dual qualification."

I don't think any of us would deny the importance of this last statement; for if the school librarian is to operate effectively in the modern educational climate, where effective use of resources is so important to the development of responsive and responsible citizens, then clearly the school librarian must be a full member of the teaching team and this is best achieved if all members of the team have similar education and training backgrounds, with the school librarian building, upon this basic teacher training, the specialist skills needed to administer, manage and develop an effective and dynamic library service.

Education is the image of the society in which it operates, and its face and form are constantly moulded by society. The nature and needs of the society are filtered through the medium of the curriculum and determine the kind of educational provision made for students in the schools.

Each generation imposes its own dimension upon the education system it inherits from its predecessors.

Until recently this evolutionary process has generally proved capable of accommodating these curricular changes but today the changes within our society seem to be no longer at an evolutionary level. We are caught up with much greater technological innovations which are often destructive of traditional concepts and practices.

As librarians and educators we should not just deplore this fact but identify ways in which we can harness this revolution to the benefit of the services we are trying to provide.

Unless we embrace these changes, the young people we are trying to serve will find themselves disastrously lacking in the knowledge, skills and attitudes essential to their economic and social survival in the modern world.

One thing is certain, if we ignore this future and refuse to take note of its promises and challenge, the future will not in turn ignore us. Ready or not the new world will dawn (as it has already for some of us) and unless we respond effectively, we shall find ourselves the losers. If we, as teacher-librarians do not provide the services our youngsters need to face the future, then others will.

James Gilman a warden of a Curriculum Development Unit in the U.K. and a leading educational writer, especially in the field of Computers in Education (and who incidentally was educated at Queen's Royal College in Trinidad), puts forward the view that school librarians must embrace not only the full range of audio visual materials but must also accept Information Technology as a natural part of our domain. He does not see Information Technology as being only concerned with computers but rather concerned with "a totally new kind of curricular perspective, in which the micro-computer, whilst having an important role to fulfill, nevertheless needs to be both directed and constrained within the framework of a pre-determined educational philosophy". (1) In his words, "lest the ad hoc use of such a powerful and technologically-biased agent of change, should exercise a distorting (and potentially harmful) influence upon the curriculum." (2)

The solution he puts forward is the establishment, within our schools, of a School Information Centre which will take over the role played until now, by the School Library and School Resource Centre. This new centre will act as a focal point for the collection, storage and dissemination of the totality of the schools' information sources and resources. It envisages the role of the Information Manager, in overall charge of this Centre, as being one of the most influential (and therefore Senior) posts in the school. He views the establishment of such centres under these Information Managers as the only credible solution to the problem of managing the increasing volume and range of information now beginning to flow into our schools and of ensuring this flood is tamed and channelled into its proper course.

We may care to consider the Education and Training implications of that kind of development.

(1) Gilman, James. Information, Technology and the Revolutionary Urge: educating for a new era. Paper given at the 1985 conference of the Association for Educational and Training Technology 1-3 April.

(2) Ibid.



## HUMAN RESOURCES TRAINING AND DEPLOYMENT: THE SITUATION IN ST. LUCIA

Janet Lynch Forde

I am going to beg your indulgence a little, because Mr. Cooke explained the routine we had as far as what we should do on the papers this morning.

I am originally from Chicago and I consider myself a fairly typical representative of North American education. I went through 16 years of schooling and never heard of St. Lucia or any of the other smaller islands of the Caribbean. While you are here in Jamaica, you will see a great deal of what is good and what is happening in the Caribbean as far as libraries are concerned, but I hope that you don't go away thinking that this is typical of what is happening throughout the region.

Yesterday, Professor Miller spoke on how sad it was when library provision was not enough and you had to cut back. I can sympathise with Professor Miller and the situation in Jamaica, but it is ten times worse in the smaller islands.

What I am going to do is give you a lot of background that for my Caribbean colleagues will probably be tedious, and I am sorry, but I want you to be able to place the exercise we are doing later this morning in the perspective of the kind of lack of resources that we deal with in the small islands.

St. Lucia is located in the southern reaches of a slender chain of islands which divides the Caribbean Sea from the Atlantic Ocean. It is the second largest of the Windward Islands and it is directly south of the French island of Martinique and directly north of St. Vincent. It is also west of Barbados, if that helps you to place it specifically on a map. It has a total area of 238 square miles. All the towns and villages are situated around the coastline because the middle of the island is very mountainous. The northern end of the island is less mountainous and the southern part, where the town of Viewfort is situated, is a large, flat plain which barely rises above sea level. There are numerous fertile valleys interspersed with many rivers and streams. The coastline is rugged, with many bays, ridges, and vertical cliffs, but there are also many stretches of long, golden, sandy beaches.

St. Lucia is divided into ten districts. There is one city, two towns, and seven villages. Castries is the capital and it is on the north-western coast of the island. It has one of the best harbours in the West Indies.

The second town is Viewfort and it is at the southern tip of the island, 40 miles from Castries. It takes one hour to drive from Viewfort to Castries and Viewfort is where the main international airport is. So, if you were coming you would come to Viewfort. There is another, smaller airport in Castries which takes inter-island traffic on smaller planes.

The third town is Soufriere and it is sort of the bread-basket of the island. It is on the western coast and it has the famous Titons. If you have seen many travelogs of the Caribbean you have seen the two vertical mountain cones coming directly out of the sea. Those are Soufriere's Titons.

There are seven villages and they for the most part rustic fishing and agricultural communities. Their names are: Anse La Raye, Choiseul, Dauphin, Gros Ilet, Laborie, Micoud, Soufriere.

You can see from the names of all the communities that there is a strong French influence that remains in our culture.

The climate is warm and healthful, with two main seasons—a dry season which is not so dry as we are experiencing now, and a wet season. Because St. Lucia falls within the hurricane zone, the rainy season is sometimes, but fortunately not frequently, accompanied by strong winds. The worst hurricane to hit St. Lucia recently was Hurricane "Allan" in 1980, and before that the worst we had was "Abbie" in 1960. We are hoping we will continue with at least 20-year intervals.

The economy is based primarily on the rich soil which provides the island's main economic resource. Although much of the land is under-utilized, agriculture is the life-blood of the economy. Our main export crop is bananas. We also export coconuts, some fruits, vegetables and spices to the islands in the region.

Tourism is St. Lucia's second largest foreign exchange earner. This industry was at its peak in the 60's and the early 70's and it gave a big boost to the island's economy. Unfortunately, this industry has been

hard hit by global recession and thousands of workers have been displaced due to the sharp drop in tourist arrivals.

The third sector of the economy, the manufacturing sector, has always lagged behind that of other islands. Since the recession it has become harder still to attract foreign investors into St. Lucia and to keep those that we had before, so that the basis of our manufacturing sector is a few local companies who produce things like furniture, candy, coconut oil, and things that we use for local consumption.

The low GNP and a per capita income of US\$630 means that the living conditions of a large percent of the population are typical of a poor, developing country with very limited resources, and it must be pointed out that the lot of the swelling numbers of people who live on the fringes of the city is much worse than those who live in the rural areas.

The island went through a period of recovery after the departure of the Americans who rented a large section of the Viewfort for a naval airbase for a number of years. Although their presence did many good things for St. Lucia, there were attendant social problems that accompanied their stay.

Soon after the island was recovering from the effects of the second World War, there was another major catastrophe in the 1948 fire which destroyed the capital city of Castries. Four-fifths of the capital was destroyed and 900 families were made homeless. It has been described as the greatest calamity to befall a British Colony of its size and resources in so short a time.

In 1951, full adult suffrage was introduced and the years between 1956 and 1960 were years of political and economic progress. It was in 1956 that the ministerial form of Government was introduced and St. Lucia was granted a constitution of its own in 1960, attained associated statehood in 1967, and attained full independence six years ago, in 1979.

In the period between 1970 and 1980 the population of St. Lucia rose from 86,000 to 120,000 and it is expected to double its population in 25 years time. The largest concentration of the population falls within the age group of 1-16 years. It is estimated that as much as 50 percent of the entire population falls within that group. Out of the 120,000 people in St. Lucia, 49,000 live in Castries. There are another 19,000 that live in Viewfort and Soufriere. The remaining population is scattered thinly through the rural areas. St. Lucia has a population density of 566 persons per square mile. There are, this year, 42,475 children of school age - that is between 4 - 16, but records show that just about 32,000 of those children actually have school places, although it is Government's policy, and has been since 1911, to provide universal free education to its children.

Now, I would like to look briefly at the education system. The inherent problems of education have roots in the system which we borrowed in Colonial days and which, though irrelevant and alien, has left its mark on the present educational system. We still sit GCE exams set in England, although we do sit CXC examinations which were written for the Caribbean; but they are external examinations and there is very little continuing assessment and classroom based assessment that goes on. Schooling from the youngest age is geared toward developing an elite. At five you begin streaming children to those who look like they are going to pass the common entrance exam to get them into secondary school. Those who are in secondary school are streamed - those who look like they are going to be able to pass the GCE and CXC exams and go on for further training.

The system has failed to provide for the masses and instead has given a few people skills which often are not relevant to their society. It is with sadness that St. Lucia realizes that it cannot be a home, comfortably, for its two most famous living sons—Derek Walcott, the poet, and the Nobel Prize winning economist, Sir Arthur Lewis.

St. Lucia is indeed sensitive to the problems which plague its educational system. There is a high rate of illiteracy, especially among the most productive age group within the population, and it is a major cause of concern. To date, there have been several surveys carried out in an effort to determine the number of illiterates, and the surveys revealed that among the 25-64 years age group there are 18,250 people who are



functionally illiterate. This figure accounts for 47 percent of that sector of population. This compares with other small Caribbean territories, island groupings—our neighbours. I am not talking about Jamaica and Barbados; I am talking about the other small islands who have an average illiteracy rate of 28 percent. The reason for this is that St. Lucia has a large percent of people who are mono-lingual in French creole. This is a language which is commonly referred to as 'patois' and is a mixture of French, some African dialects and more and more English is slipping in. But it is similar to the creoles that are spoken in Haiti and in the French islands. The difference is that while in Haiti they have a programme where they are writing literacy materials in creole and then teaching people to speak in French, we are taking people from a creole background and trying to reach them to read in English. So, we cannot use Haiti's literacy materials and we cannot use the French literacy materials that have been produced. It means that we are going to have to sit down and create our own.

During the period of slavery, of course, there was no opportunity for the slaves to receive formal education. After slavery, the missionaries who were well known for their pioneering work in education in most of the Caribbean islands, sort of skipped over St. Lucia. The missionaries were Anglicans, Methodists and Baptists, and St. Lucia being 98 percent Catholic and having a strong French planter class, did not encourage—did not welcome—did not allow the missionaries to come in. In islands like Jamaica, the mission schools paved the way for the establishment of a large number of private preparatory schools or Dame schools which were well organized and became linked to major secondary schools. There is no equivalent to this in St. Lucia and the island had to wait until the French Catholic priests came in and established the education system.

The ruling class in St. Lucia obviously did not care much about the provision of educational opportunities to the wide mass of population. They were able to afford either private tutors or they could send their children off to France for training. The government paid very little attention to the poor state of education and they refused to increase education grants, feeling that the local community should pay for the education system.

Although government has been in full control of primary education since 1890, it was not until 1911, as I mentioned, that education became free for all. If we looked at the Ministry of Education's annual Statistical Digest for this year, which was just published, it gives sad insight into the success of the 1911 policy. The total school age population, as I mentioned, was over 45,000; the number of children who found school places, 32,000; of the 4,059 children who sat the entrance exam to get into secondary schools, only 1,152 found places. Of the 1,683 15-year-olds who were finishing their school career and had to sit the standard 6 exams, only 43 percent managed to pass the English exams—that is after ten years of schooling. Clearly there is a crisis in educational provision.

Teacher provision is another crisis area. We have about 1,085 teachers in the system. Fewer than 500 have been trained, and by "trained" we mean have gone to the two-year teacher training institution in St. Lucia. I think there are 85 graduates of universities who are teaching in St. Lucia.

Let us look now, specifically, at what is happening in libraries and school libraries. The Public Library Service, up until very recently, was given "lip service" and not much else. You have a public library service and we have a public library service, but until several years ago we did not have a trained librarian and we still do not have anything like book provision necessary for serving the island.

The history of school libraries, until 1976, must be regarded as the history of the efforts of individual schools and principals. Generally, they were limited to the provision of a locking cupboard with a selection of donated texts. In many cases these books were kept more for the use of pupil teachers than for students. Pupil teachers are teachers who leave school at 15 and because they were doing well in primary school they were then turned around and put in charge of an infant class in the same primary school.

In general, the first documentary efforts on the situation with regard to school libraries in St. Lucia appeared in a paper written by Michael Toussaint in 1969. He found the situation alarming. He found that problems related to (1) the lack of finance; and (2) the fact that books were all obtained through donations, that supplies of such donations were irregular and were beyond the standards of the pupil. Surveys



undertaken in 1969, 1972, 1977 and 1984, report similar findings.

In 1969 there was one very exciting development in that a professional librarian arrived and the Ministry of Education determined that the way to use this individual was to put them in the teacher training institution. A librarian/tutor was appointed with responsibility for operating the Morne complex library which served the Teachers Training College, the Technical College and the Extension Department of the University of the West Indies. In addition to running that library, the librarian/tutor was also supposed to foster the development of secondary school libraries throughout the island. In 1972 the Viewfort Senior Secondary School opened a small library; in 1974 the librarian/tutor was asked to make a floor plan for the library of the Castries Comprehensive School and he did so. The school was built, with a beautiful library room, but there was no provision for books. The library room was quickly appropriated by the Commerce Department and only two months ago we got it back for the school library.

The two established Church secondary schools maintained collections of fiction and all the reference materials which were available to students on the basis of scheduled class periods once per week.

In 1975, the Ministry of Education established a School Library Development Committee to give it advice. They submitted a report in 1976 which has not surfaced yet. In 1976, the Ministry obtained the services of a U.S. Peace Corps Volunteer to serve as Co-ordinator of the School Library Project. During the eighteen months of his stay, thirteen libraries were established with donated books, a Union Catalogue of Materials was created, a set of cataloguing tools for the island, an abridged Dewey and a series of local subject heading lists were worked up, and five workshops were held to train teacher/librarians.

In 1978, a three-year cycle of training programmes provided by an organization called OCAD from Manitoba began, and in the cycle we trained fourteen teacher/librarians with 150 hours of instruction. Fifty other teachers benefited to a lesser extent from that same cycle.

In 1976, a campaign began to get more access to teacher training time. From 1969 to 1976 the librarian/tutor, although a member of the staff of Teachers College, was given six hours access to the teachers and that was to train them in how to use the library. In 1976 we began arguing that six hours perhaps was not sufficient—give us a term. We got a term, then we got two terms, then we got first year students for the full year.

At this stage now we meet every student at Teachers College for one hour a week. We do library skills, study skills, we help with research methods on the research paper that they have to write, and in the second year we do a children's literature course with them. We also offer an optional course for teacher/librarians who are going back to start schools and we have recently instituted a cadetship for teacher/librarians. We have also had a number of OAS workshops for teacher training, but they come on an ad hoc basis.

What is required now, I believe, is a minimum set of standards to define what a school library is; and a survey of schools to determine the status of schools in relation to that same minimum standard. Once this is done there will be a statistical base for future planning and I strongly believe that two elements will also be required if school libraries are to prosper: (1) a commitment by the Ministry to assist schools by provision of an annual grant for purchase of materials; and (2) the appointment of a Supervisor of School Libraries who can co-ordinate development and training programmes for each library.

# HUMAN RESOURCES TRAINING AND DEPLOYMENT: THE CANADIAN SITUATION

Dianne Oberg

My background is training as a Secondary School Teacher first, and then as a Teacher/Librarian in the Faculty of Education at the University of Alberta, and then, through the Masters Programme at the University of Alberta in the Library Science Faculty. I have been Past President of the Learning Resources Council and part of our concern, of course, is the education of teacher/librarians.

I would like to divide my presentation into three areas - first an overview of the situation in Canada; secondly, a look at the problems we face (although they seem pale right now); and thirdly some of the guidelines that we think will help us in future development in Canada.

## 1. OVERVIEW

School Library Programmes developed rapidly in Canada during the 1960's and during that time the education of teacher/librarians was made the responsibility of the Universities. Previously, the training of school library personnel had been the job of Provincial Departments of Education, and Colleges of Education. The University level programmes of the 60's provided by Faculties of Education and of Library Science, concentrated more on the instructional role of the teacher/librarian. Previous to that the courses, often of an occasional nature, were on a technical base.

In the past decade, the school library community in Canada has developed consensus on the role of the teacher/librarian, on the purpose of the school library programme, and on their integral role within the instructional programme of the school. This has placed new demands on the programmes that were developed at the University level in the 60's. Education for school librarianship is not the same throughout the country. This is primarily because of the political structure of Canada, a Federal state with ten provinces and two territories. There is no Federal Office of Education. Education is a provincial responsibility for school library programmes, but only a few provide much leadership in this area. Typically, at the provincial level, there will be one consultant, perhaps two. Several provinces have adopted policy statements, but few of these documents have the force of legislation. Increasingly, the development of school library programmes has been the responsibility of local school districts, so there is wide diversity in the type and level of development of school library programmes.

Education for school librarianship in Canada shows a corresponding diversity across the country. In most provinces, courses in school librarianship may be taken as part of teacher training, although some course work is available at the undergraduate level. Full programmes are more commonly offered only at the post-baccalaureate level by Faculties of Education and Library Science. Library Schools in five provinces provide two-year Master of Library Science programmes and most of these include some courses in School Librarianship. Several Faculties of Education, in Alberta for example, provide two-year Master Programmes. The most prevalent approach, however, is the one-year Diploma or Certificate. These programmes generally involve about 300 hours of instruction in areas such as organization and administration, programme planning, print and non-print materials for children and young adults, curriculum development and design, and the preparation of instructional materials. Short courses and workshops are available in most provinces on an irregular basis. They are sponsored by Faculties of Education and Library Science, by Education Ministries and by professional associations. The role of the latter, the professional associations, has taken on more and more importance in the last few years.

## 2. PROBLEMS

The basic problems of school librarianship education in Canada stem from lack of leadership at the provincial level. Most Education Ministries do not require that school libraries be staffed by trained teacher/librarians. Many school libraries are in fact staffed by volunteers, or by persons lacking both teaching and librarianship education. Although a national consensus has been achieved throughout the school library community, this commitment to school library programme that are re-



source based, research oriented and staffed by qualified teacher librarians has not yet been taken up by the decision makers at the provincial level, either in education or in politics. Even where teachers are hired to direct school library programmes, preparation in school librarianship is not usually mandatory. If such a requirement were to be instituted in Canada tomorrow another problem would become evident.

Many Faculties of Education do provide courses in school librarianship but these are generally one-person programmes. The staff that would be necessary for rapid expansion of this programme is not readily available in most areas. Although those Universities also served by Library Science Faculties, as mentioned by Professor Hannesdottir, would also benefit, even they would not be able to expand programmes rapidly, given the current scarcity of University funding.

The third problem across all of Canada is access to post-baccalaureate programmes. Residency requirements for most of the Masters Programmes and limited availability of courses, create serious barriers for many. Only a few courses are generally offered outside of the major urban areas, although some Universities are showing more interest in offering off-campus courses.

## GUIDELINES FOR IMPROVEMENT

A most significant contribution to the improvement of school librarianship education has been the work of the Canadian Schools Library Association. The SLA, a division of the Canadian Library Association, has taken a major leadership role in clarifying and supporting of the role of the teacher/librarian. The SLA policy statement, "Qualifications for School Librarians", recognizes the demands placed on school library personnel within an education system that seeks to develop students as independent thinkers and decision makers. The Canadian school librarian is expected to be a highly trained teacher, able to work as part of the school team of educational professionals, with competencies from school librarianship and media services.

The qualifications policy identifies nine areas of competence and I think as you look at them you will recognize some basic elements that are part of the IFLA policy:- administration of the programme; selection of learning resources; acquisition and organization of learning resources; listening and viewing guidance; design and production of learning resources; information and reference services; promotion of the effective use of learning resources and services; cooperative programme planning and teaching; professionalism and leadership.

In 1979, CSLA began the work of developing a model curriculum for school librarianship that would be compatible with this statement of qualifications. The model curriculum published in 1981 provides a framework for the diploma and degree programmes in school librarianship and should be instrumental in ensuring quality courses and programmes across Canada in the future.

CSLA'S recommended curriculum is based on six principles:

- (1) that a valid teaching certificate and successful classroom teaching experience be required;
- (2) that programme be offered only at post-baccalaureate or graduate level;
- (3) that courses reflect the general framework of teaching and learning in the elementary and secondary schools;
- (4) that programmes reflect an integrated approach to library and audio-visual materials and services;
- (5) that programmes should be a minimum of one academic year or equivalent; and
- (6) that access to programmes should be important for part-time and summer sessions study and continuing education opportunities.

The structure of the programme, as you can see, is based on an undergraduate degree, teacher education and satisfactory experience. There are two routes suggested, one through the Faculty of Education and one through the Faculty of Library Science. Both these routes require two years to complete, although the diploma in school librarianship can be attained after the first year of study in the Faculty of Education. This preparation that is recommended is not a part of every teacher's training in Canada, however. Formal courses in production of instructional materials is not always included in a teacher's training—it is not mandatory. There are courses on the use of learning resources services in schools but, again, many teachers do not enroll in these courses.

The recommended curriculum outlines requirements for the three programmes and the course



work for each is described in terms of credits or units of 20 hours of instruction. For example, the Diploma would require 15 units or 300 hours of instruction; the Masters, 30 units or 600 hours of instruction. A key component that is suggested for all three programmes is a field experience programme where candidates would be placed in schools with trained professional school librarians for 70 hours of practice in order to apply their course work and to increase their competencies. This is suggested as being done without course credit, although some Universities have a structure for providing course credit for field experience.

For the Diploma in School Librarianship, courses must be completed in five areas: 3 units each of corporate programme planning and teaching; analysis, evaluation and collection of materials; organization of materials; and information services. The Master of Education builds on the Diploma with an additional 15 units of instruction. The Master of Library Science involves a general introduction for all students of course on all different types of libraries and then a concentration for about one-thirds of the programme on school librarianship.

In each of these programmes the emphasis is on co-operative planning and teaching. This role will demand exceptional skills in leadership and advocacy.

There are challenges to be met in school librarianship education in Canada. However, there are some strong reasons for optimism. Diploma and Masters Programmes are already available across Canada; teacher/librarians are better trained and qualified for their roles than they have been before; the CLSA policy guidelines are excellent starting points for revision of the programmes that were established back in the 60's. At the district level, there are many outstanding consultants and coordinators who provide leadership and in-service for their teachers and teacher/librarians.

Despite shrinking education budgets, some provincial Departments of Education have moved forward recently in their support of school library programmes. Across Canada, National Provincial Associations of Teacher/Librarians have lobbied for improvement in school librarianship education. They also provide much in the way of in-service and professional development activities. Their leadership and advocacy have been and will continue to be an essential part of the process. The expectations for teacher/librarians are very high. Working as partners with teachers in cooperative planning and teaching, and in curricular and professional development, are complex tasks requiring specialised skills. The preparation of teacher/librarians will continue to be a challenge in Canada, and we look forward to that.

## HUMAN RESOURCES TRAINING AND DEVELOPMENT:

The Jamaica situation

Adlyn White

### INTRODUCTION

Librarianship has developed as one of society's answers to an acknowledged pattern of informational needs. It is seen as the ally and partner of the school; the tool for the individual citizen's educational and social progress; and as a link in conserving cultural patte of succeeding generations. In all of this the librarian and the library become the focal point of an educational institution. Much of the educational programme of the school revolves around them.

Jamaican school libraries are administered in different ways, and so librarians are appointed in different ways. This therefore has implications for training and deployment.

### THE JAMAICAN POLICY:

#### A. PERSONNEL

There is no official written policy with respect to the training and deployment of teacher-librarians although the Code of Regulations provides for their employment. The Ministry of Education accepted in principle the standards published in 1971 by the Jamaica Library Service. The authorities recognize the need to have teacher-librarians appointed in new secondary and high schools, but because of financial constraints, they have never filled the posts. However, at the tertiary level of schooling, the Ministry allows each teacher-training institution to employ a full-time librarian who is counted among the administrative staff.

##### High School and New Secondary

On the secondary and high school levels there are teacher-librarians who, though not employed as such, are in charge of school libraries. The Ministry allows principals to identify teachers who display an interest in librarianship, and these persons carry a lighter teaching load in the school. They may be (and most often are) teachers of English Language and Literature, or of Reading.

These persons at the secondary level are provided with on-the-job training by the School's Library Service operated by the Jamaica Library Service. Representation is made on their behalf, and they are given a reduced teaching load in order that they may devote a reasonable amount of time to the organization and administration of the school library. As an added incentive, the Ministry of Education, in recognition of the service offered to the school by these persons, makes them senior teachers and they are remunerated accordingly.

In the high schools, the Ministry makes provision for the employment of a library assistant who is really a clerical officer. This person works with the supervision of the teacher-librarian. He or she may do the necessary typing, some shelving, circulation, newspaper clipping and mounting, helps with displays, and certain aspects of processing.

##### The Tertiary Level

The Ministry of Education, as indicated before, allows each teacher training institution to employ a librarian, and a clerical assistant. These librarians are for the most part, persons who are graduates of the Department of Library Studies, University of the West Indies.

##### The Primary and All-Age Levels

A few primary and all-age schools have fairly good book stocks and these are manned by persons designated school-librarians by the principal. They operate in the same manner as obtains at the secondary level.

##### Support by the Ministry of Education

The Ministry of Education strongly supports the concept of the school librarian, and the persons interviewed expressed the hope that in time this would be a reality. It was pointed out that the Code of Regulations (1980) which spells out the Education Act provides for the appointment of Teachers with Special Responsibility. Under this classification appears the following:



1. Lecturer-Librarian, being a person who has been awarded a degree or its equivalent from a university or other recognized institution that offers professional training in library studies;
2. A librarian, being a person who has a degree or diploma or other acceptable qualifications from a university or other institution that offers training in library studies;
3. Teacher-librarian, being a person who holds a certificate or diploma of a trained teacher with an option in library science awarded by a teachers' college, college of education or other recognized institution that offers professional training for teachers.
4. A teacher with special responsibility for a school library being –
  - a. a teacher who has been awarded a certificate or diploma of a trained teacher with an option in library science awarded by a teachers' college, a college of education or other recognized institution that offers professional training for teachers who assume responsibility for a library
  - b. a trained teacher who has successfully completed courses in school library routines.

The Ministry of Education is cognizant of the important function that the teacher librarian performs in any school, and agrees that their general duties should be:

1. general supervision of the library quarters, equipment, materials and personnel
2. general development of the school library as an integral part of the school's programme with special reference to curriculum needs and the activities of the school.
3. responsibility to the principal of the school for the efficient administration of the library (and for the efficient administration of the library) and for the planning and implementation of a school library programme.
4. reporting on and evaluating the library's programme to the principal of the school.
5. liaising with the Jamaica Library Service to reduce duplication of effort and ensure close cooperation with the School's Library Programme.
6. preparing estimates and accounting for expenditure.
7. responsibility for publicity concerning the library, its stock, materials and services.
8. maintaining good public relations between library staff, academic staff, and students within the school community as well as the community.

## B. TRAINING

In Jamaica, training is carried on at three levels:

1. University of the West Indies: Since the Department of Library Studies was established in 1971, it has offered in both its BA and post-graduate programmes courses in the administration of school libraries, courses in literature for children and young adults, as well as automation and mechanization in libraries. Many students who have entered with teaching qualifications have taken these courses, thus creating a body of dually-qualified teacher-librarians at graduate level.
  2. Teachers' Colleges: Some colleges have offered, since 1970, a school librarianship option whereby a teacher may specialize in librarianship and one other subject. Many of these graduates have manned the new secondary and high school libraries, and as such, have made a valid contribution. The drop-out rate of these persons has been substantially high though, as they sometimes complain that they are performing the functions of two members of staff. Whether these remain as teacher-librarians depend to a large degree on the interest of the principal in the development of school libraries, and whether or not the teacher is awarded the incentives recommended by the Ministry of Education.
  3. In-Service Training: In addition to the two approaches to professional training described above, in-service training is provided for teachers in government schools by means of one-day seminars and workshops by the Jamaica Library Service Schools Section. The Jamaica Library Association through its Schools Section also provides, on request, advice and help where possible, and organizes full-day seminars for principals, teachers, heads of departments and school librarians.
- Worthy of note too is the training of library technical assistants at the Excelsior Education Centre. This programme trains persons to work on the technical aspects of librarianship in school and college and other libraries in Jamaica and other Caribbean islands.



### 111. COMPETENCIES NEEDED

Because the work of the school librarian is so all-encompassing, he/she needs to be competent in a number of areas. The Jamaican librarian finds that very often he/she is engaged in constant staff development and teaching of library skills. Although there is no established post called a lecturer-librarian or a teacher-librarian, yet he/she is often engaged in helping users utilize the available facilities to advantage. And even though the Jamaica Library Service supplies most of the books used in the schools (high and junior secondary) the librarian is often expected to be involved in acquisition, processing and teaching/training, as well as the organization and administering of the stock.

Because of all this, he/she needs to be competent in a number of areas. These areas fall under eight major sub-systems or programmes as arranged by Ricking and Booth (1974).

They are:

1. Collection Development
2. Collection Organization
3. Collection Preparation and Maintenance
4. Collection Storage and Retrieval
5. Circulation
6. Collection Interpretation and Use
7. Management
8. Staff Development

These eight programmes which cannot be detailed in a paper of this nature, carry role expectations which further embrace three distinct levels of work activity in libraries – professional, technical, and clerical. Constantly, the teacher-librarian must bear in mind that he has to work with data, people and things, and so along with a thorough knowledge of the science of librarianship must also be a knowledge of people – how they think and how they relate.

Added to all of these must be a knowledge of the history and development of libraries and the literatures of the world, archive and development, the production of print and non-print material, the preservation of all collections, automation and mechanization in libraries, and a knowledge of the content of school/college curricula.

The Course offered at the School of Library Studies at the University of the West Indies covers in depth, and in several courses, the subjects mentioned above. Those given in the teachers' colleges cover most of the above, but not to the same depth, since the students must also pay much attention to other teaching subjects, and as a non-degree course, the limitations in terms of depth would be present. Adjustments to these courses are done for the training of technical assistants who though not professional librarians need even a cursory acquaintance with all aspects of librarianship.

### GENERAL COMMENTS AND RECOMMENDATIONS

The preceding discussion highlights a number of disadvantages for the school/college librarian in Jamaica. These are:

1. Even though the Ministry of Education is aware of the valuable contribution made by the teacher-librarians, yet the support needed is not always forthcoming.
2. Librarians feel over-worked as in many instances, they are expected to carry a full teaching load in addition to running the school library; hence the high drop-out rate.
3. Some feel that although they are supposed to be members of the administrative staff, yet the privileges of the other administrative staff members are not always accorded them.
4. The job satisfaction and the level of morale experienced by the librarian are very often dependent on the views held by the principal with respect to the development of the school library.

### RECOMMENDATIONS

1. That the Ministry of Education be encouraged to apply that section of the Code as pertains to the employment of teacher-librarians.
2. That the Ministry of Education be encouraged to appoint even one Education Officer with responsibility for school libraries and school librarians.
3. That the teacher-librarians be placed on the academic staff of schools and colleges, as the posts on the administrative staff are non-pensionable. They would therefore be counted in the staff-student ratio.

4. That the teacher-librarian be accorded the status of a professional educator, since his/her major role is that of educating.

#### NOTES

1. Much of the information on the Jamaican policy was received from the Chief Education Officer in charge of Schools' Services, Ministry of Education, Kingston, Jamaica.
2. Thanks to Mrs. Hazel Bennett and Miss Katie Mungo of the Department of Library Studies, University of the West Indies, for information on training.

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## "W.C.O.T.P. SUPPORT FOR IASL AIMS AND ACTIVITIES"

Fay Saunders

It is good to be here again this afternoon, and to have the opportunity of telling you a bit about WCOTP and in particular its work on behalf of School Librarianship. I have wondered myself whether I needed as much as forty-five minutes to tell you about WCOTP. I would not think so because I am a very pragmatic sort of person and having been to several international conferences I begin to wonder, as much as I love WCOTP, whether I would wish to have anybody talk to me about WCOTP for that length of time. And so I tried to get to the heart of the matter, and believe that I might be able to say what I have to say in a relatively short time. If there are any questions, any further clarifications you would like to have, certainly I would be very happy to deal with those. And here is a suggestion maybe it would be an opportunity for me to deal with anything about education in Jamaica; I would certainly be very happy to do that if time permits, which I think it should. So first of all I'd like to say again what an honour and a pleasure it is to me to have been asked by the World Confederation of Organizations of the Teaching Profession, WCOTP, to represent the confederation at this annual conference of the International Association of School Librarianship.

It is a particular pleasure for me to be a part of this conference because the Jamaica Teachers' Association, (JTA) has been an active member of WCOTP since JTA's birth in 1964.

We are just reaching maturity this year, we are twenty-one years old. In 1971 the JTA was proud to have had the honour to host the annual assembly of delegates of WCOTP here in Kingston. The JTA still receives expressions of appreciation for the success of that assembly; I was in Vancouver last week at another conference of the International Council on Education for Teaching and enjoyed receiving comments such as: "I wish we could go back to that Jamaican assembly". If we are to believe those statements as being sincere (and we have no reason to believe otherwise) it appears obvious that pleasant memories of the Jamaican experience of WCOTP still linger in many a teacher's heart around the world.

The vibrant relationships which exist between JTA, Jamaica, WCOTP and its affiliates are a source of pride to us. In my capacity therefore as Secretary-General of JTA I wish once again to extend a warm welcome to members of IASL and other persons who are here with us at this conference. It seems appropriate at this time to recall that WCOTP is the largest body of teachers at the international level, and there are four such bodies. Indeed it would be claimed with justification, that WCOTP is the only voice of teachers internationally which places great emphasis on the role which teachers must play in education as professionals in educational systems around the world. Other teachers' organizations, particularly two that I can think of are very politically and ideologically oriented, and they tend to see their role as international teachers' organizations, in the terms of the political ideology which they are espousing. The fourth one largely directs its efforts towards trade unionism on an international scale. So WCOTP very justifiably can be seen as the international teachers' organization that spends a good deal of its time addressing the professional matters which concern teachers.

WCOTP as I said yesterday now has in its membership 149 national organizations from 95 countries representing more than 8,000,000 teachers. WCOTP's work for education and on behalf of teachers through international agencies, in particular UNESCO, the International Bureau of Education, and ILO, has earned for the Confederation a high level of respect in these countries.

The simplest way perhaps, to explain what WCOTP is about, is reiterated in its latest report of its activities, i.e. the 1984 report. The report states, and I am quoting: "The Confederation promotes a continuing exchange of professional knowledge and organizational experience among its members". This is extremely valuable because as far as I have travelled (and I have now been through almost every continent speaking with teachers at various levels) it is a bit of a Job's comfort, but we find that the problems facing teachers around the world professionally, are pretty much the same wherever you go. In this way, by the continuing exchange of professional knowledge, WCOTP advances the cause of education and, hopefully, the status of teachers.

The second thing about WCOTP is that, as the independent voice of the teaching profession at the world level, WCOTP seeks to play a major role in promoting closer links among all international teachers' organizations. In the same spirit, WCOTP works for a strong unified teachers' organization in each national territory.



WCOTP serves as the expression at the world level of the spirit of solidarity of the teaching profession, providing material for moral support to teachers and their organizations when they face crises, whether their cause be educational, political or social. And fourthly, the Confederation fosters international understanding among educators and, through their work among the wider public, thereby contributes to the promotion of a global community and world peace.

In the implementation of these goals, WCOTP has been and is a more active facilitator for teachers working together, to assist in their growth and development as professionals. It does this in a variety of ways which I will not attempt to itemize here. One of these ways is through the work of affiliates or committees or special groups which focus their full attention on some particular area of interest and importance. So we have within the WCOTP an affiliate organization called SIPEO which concerns itself with the broad spectrum of secondary education; we have another group called IFTA which concerns itself with the broad spectrum of elementary education, and we have an affiliate called ICET, International Council on Education for Teaching. Also we have a very strong working group on "Women in Education". There is of course your own group, the International Association of Social Librarianship which is itself an affiliate of WCOTP. So it is through your organization that WCOTP largely carries on the work for school libraries and media centres which it would wish to do among the teachers across the world. IASL developed you will recall, from an interest expressed by a number of members during the 1967 WCOTP assembly of delegates. Progress on the idea was rapid, and it was here in Jamaica in the 1971 assembly that the IASL was formally established, the bye-laws accepted, and officers elected. I wish to mention here, and Jean Lowrie will probably support me in this, the terrific work which the late John Thompson, WCOTP's Secretary-General up to 1982, did on behalf of this group to have it established, and to assist it to work full scale along with WCOTP.

WCOTP wishes to recognise, with pride, the tremendous strides which your association has made since 1971. This has been due in no small measure, to a dedicated band of leaders whose commitments to the aims and objectives of IASL have never faltered.

WCOTP's commitment to the work of this affiliate remains strong and vibrant. The intrinsic spirit of co-operation which characterized the establishment of IASL has flourished and grown within the Confederation. The Confederation is always in close touch with the detailed work to which IASL addresses itself, as well as providing another channel for educators at the wider level of its membership to gain knowledge about developments in the field of librarianship. Thus information about the work of IASL appears regularly in the Confederation's newsletter "Echo" which is published every two months. At the 1984 WCOTP assembly held in Togo, delegates unanimously approved and adopted the latest position paper on school libraries and resource centres in the form of a resolution. Jean Lowrie tells me that this is now available; and you can get it from her in the form of a resolution which was prepared by IASL. Delegates at that WCOTP conference reiterated that: "The existence and utilization of the school library media centre is a vital part of free and compulsory education to which the child is entitled. The school library media centre is essential to the development of the human personality as well as the spiritual, moral, social, cultural and economic progress of the community". This position forms part of the guiding principle of a document put out in 1966 by UNESCO/ILO called "Recommendation on the Status of Teachers", which has been endorsed internationally since 1966 and continues to be a focus for WCOTP and teachers' organizations around the world. The resolution which was passed at the Togo assembly has been circulated to all WCOTP member organizations and thereby a further opportunity has been provided for wider dissemination of what your association is seeking to do.

WCOTP's support for your organization has been both in the development of educational policy as well as in the means by which such policy may be translated into practice. In the area of policy, successive WCOTP assemblies have adopted resolutions which have reflected major concerns of your members. Indeed I cannot remember an assembly which I have attended, and I have only missed about two or three in the last ten years, at which some resolution about the library and its role in the educational process has not come forward on the floor of the WCOTP assembly. WCOTP has been consistent and unswerving in projecting its strong belief that children's literature and materials for children in other media should emphasize peace rather than violence, should eliminate sex stereotyping and all variations of racial bias, and should present social issues in such a way as to prepare children for life in society.

And these are the issues that WCOTP continues to press whenever it has an opportunity, as it very often does in groups such as the International Bureau for Education which meets biannually. These issues are among those which WCOTP never fails to get an opportunity to project and push forward as much as it is possible. As far as educational practise is concerned, WCOTP has sought to support, strengthen and propagate its basic belief that the school library media centre is an integral part of the teaching learning process. In furtherance of this belief, WCOTP obtained funds from UNESCO and conducted a study to gain information about text books, their availability and how they are dealt with, other reading materials, and other audio-visual material to be found in school libraries across the world. This study revealed, unexpectedly perhaps, that there is limited availability of materials especially in developing countries and more especially in rural areas. In addition the study underscored the paucity of supply of specialists available to handle these materials. Indeed it was obvious that the availability of teachers with additional training for library work was far from being a reality.

Although this study was done in the late 1970's, it is safe to deduce that with the cut-backs in education budgets which have characterized the 1980's so far, improvement in this situation is likely to be minimal at best.

The failure of education systems to recognize the importance of special training for teachers asked to carry out duties in school library media centres has been a special concern for WCOTP. I don't know if you have this idea still in your own countries: that anybody can teach. There is a belief that if you can't find a teacher you can employ anybody, so long as he/she has a certain amount of knowledge; you know the saying, if you can't do anything else you can always teach. And there is also a comparable situation with library work. There is still a belief in too many areas that any teacher who expresses an interest in books can be put in the school library and without any further help that person will be able to do the job that the school library and the media centre were intended to do; but then these are the ways of education. I suppose because education touches everybody's lives or ought to, the belief is that anybody can do it — can be an educator.

Because WCOTP has such a deep concern about this business of special training for working in school libraries, the Confederation is particularly happy that the title of your association refers to School Librarianship rather than School Libraries. In the words of John Thompson, late Secretary-General to whom I have referred previously, "Our joint concern is for all who are engaged in school library services through use of the political power of the national teachers' organization which is essential for the achievement of educational change". With the arrival of the information age, and seemingly endless developments in the field of technology, the school library media centre becomes even more of a necessity if the world's children are to have a chance to survive and to move with some amount of hope for the future into the 21st century.

The challenge of providing even minimal facilities for bringing information to our children and teaching them how to deal with such information, is probably one of the greatest challenges facing the teaching profession today in many lands.

May ISAL find a way to assist teachers to deal effectively with this challenge. ISAL may rest secure in the knowledge that WCOTP will always do the best of which it is capable to assist the Association to deal with its problems. ISAL's services, its co-operation, its health, continue to be of concern and interest to WCOTP and I have been asked to say to you that we hope that your work in ISAL will continue to grow from strength to strength.



## POLICIES FOR RESOURCE PRODUCTION: AN EDUCATOR'S VIEWPOINT

Nelson Rodriguez Trujillo

When I began preparing for this presentation, I realized how broad were the three main terms included in the title. Each of them could certainly become a long presentation. I felt, therefore, the need to narrow the scope by presenting first some definitions.

First of all, I would like to understand the word resources as learning materials to be acquired by school libraries. But even so, we still have such an ample term, that I would like to narrow it down to printed materials and more specifically books used in school libraries.

The second term is production. It can be interpreted either as the creation of materials by an author, the process of editing, or the more complex process of producing them industrially, or all of them. But all those terms are important for school libraries only in the sense that they have to acquire books that are adequate to satisfy both the requirements of the educational system and the reading and information needs of the students. This means that library systems should find materials in the market adequate to satisfy those requirements.

The third term I had to struggle with was policies; that could refer to existing official policies, of which as a matter of fact, I found none in Venezuela, or could refer to practices not explicitly stated, which was even more difficult to determine. I found a good definition of policy (Thesaurus of ERIC descriptors. Oryx Press, Arizona, 1982):

"Governing principles that serve as guidelines or rules for decision making and action in a given area".

In our context this would mean that I would have to speak about those governing principles for the production of books. I must confess that I wouldn't be able to do so. I chose rather to speak about some general orientations that should be taken into consideration to establish those "governing principles" the definition speaks about.

Now, I think I can narrow down the subject of this presentation. It will be about some elements that should be taken into consideration when establishing policies for the production of books to be acquired by school libraries to fulfill their purposes.

I would like to begin by presenting a model that may help to visualize the role school libraries play in the status of reading in a society. We all agree certainly, that today reading is an extremely important activity in our society. Despite the development of audiovisual aids, as well as the introduction of the mass media based on the electronic transmission of sound and images, such as radio and television, reading is still the basic means for the transmission of information. Moreover, the level of assimilation of information, and therefore the possibilities of development of any society, is conditioned by the literacy rate and reading ability level of the members of that social group. And no one has discovered yet a means more simple and with less maintenance problems than keeping information in books and depending only on the reading ability of people to recover and use it.

Let's begin discussing the model by the first four elements: 1) the reader, 2) the educational system, 3) the reading materials and 4) the distribution and access system to those materials. To the extent that there is congruence among them, there will be a satisfactory situation of reading levels in the society.

The reader is a person that has certain reading and information needs that depend on the roles he plays in society as well as on the demands he finds in the environment. He also has a certain level of reading ability that allows him the assimilation of information.

The educational system, through the formal system but also through literacy campaigns and the participation of home and family, develops specifically the reading, linguistic and cognitive abilities of the reader and becomes also a powerful element of motivation toward reading.

The reading materials include anything that may be read, such as magazines, pamphlets, textbooks, literature, etc. They too have certain characteristics due to the topics they handle, the way they are printed and their difficulty level.

The distribution and access system has been developed so that people can get to the reading materials. Here are included both the commercial system as well as the public and school libraries.

To the extent that the educational system is able to include as many as possible of the members of a society and make them literate, to that extent will there be potential readers that become virtual readers only when there is access to reading materials and when there is motivation to read. If only the basic reading skills are developed, there will be fewer readers once they abandon the education system, since they

will find reading difficult and probably useless in their everyday life. But the characteristics of the materials are also important, since only if there is provision of materials of a level of difficulty adequate to the range of reading abilities of the population, and meeting the information needs of the readers, will there be reading. Finally, if the access and distribution system functions adequately and provides the needed materials at the right moment, that is, if contact between reader and materials is possible, there will be reading.

Unfortunately, the positive situation of congruence among those elements does not always occur. It could be that the educational system does not have the capacity to incorporate all the clients at a specific moment; or it is unable to teach them properly and therefore, people either don't reach a level of sufficient ability to understand the materials they have to read, or they don't develop interest in reading. The materials could be too difficult or too easy, thus creating frustration in the readers or boredom, or do not treat subjects of interest to the reader. Finally, the access system may not work properly, as in the case where there are no bookstores, no libraries or the materials are too expensive and therefore inaccessible.

Reading is a conventional function, that is, it is not a natural one such as speaking. This means that it has to be trained and exercised in order to develop. Failure in any of the four components presented before, results in failure in the development of the function. If we multiply by these the thousands and thousands of people that have to read to take advantage of the opportunities society offers, we can see that failure in any element means problems for society and for the individual.

The school library is part of the access and distribution system, but is also part of the education system, which means that it has to fulfill roles within both. It has to provide materials for the development of curricular activities, but also to inform people about the world so that they can increase their cognitive & affective view of the environment they have to live in. On the other hand, it has to provide materials to increase reading abilities and create conditions to promote reading. Finally, it has to create conditions to develop reading and study habits that are permanent, so that people perform well through the use of reading, not only in the academic world, but also after they have abandoned the educational system.

In many of our countries the school library is the only access children have to reading materials, since homes are poor or lack the habit of using reading in their lives. Failure by the school library to fulfill the roles it is called to play within the educational system, means also failure of the educational system to play the important role of creating readers who can use information to help the development of their society and take advantage of the opportunities that society creates for individual development. The effect again, when multiplied by the many people that go through the system, is enormous.

Now I would like to introduce two more elements in the model. One is related to the concept of literacy. The other relates to the way in which general policies, or the overall situation of a country or region, can affect the way in which school libraries can fulfill their role.

Let's begin with the concept of literacy. Today, most people agree that reading is not just finding the correspondence between phonemes and graphemes, that is, what is sometimes called "breaking the code". It includes the process of communication between a writer and a reader; if there is no comprehension of the message, there is no reading. This means that people have to have certain abilities to decode and to comprehend the message coded in a certain text. But when we inspect reading materials, we see that they differ in their linguistic characteristics as well as in the organization of the topics. Some are difficult, some are easy to understand. We also know that readers differ in relation to their ability to comprehend, since they differ in their cognitive organization, their ability to relate the message to the context, their vocabulary, their knowledge of the syntactic structures of the language. This is reflected in the fact any school teacher will be able to confirm: even within grades students differ in their ability.

Expressed in a very general way we can say that reading comprehension is a function of both the characteristics of materials and the reading ability of the subject.

Formally:  $RC = f(M,A)$ .

Where RC stands for reading comprehension, M stands for characteristics of the materials and A for the ability of the subject. If people have to read materials with characteristics that are adequate to their reading ability, there will be comprehension. If they find materials too difficult, they will be frustrated by not understanding; if materials are too easy, the reader will find them trivial and reject them.

What I have just presented is an extreme simplification of the Theory of Readability of Materials, which has the purpose of finding materials adequate to the people so that they find them interesting and meaningful. The school library has an important role to play here. It has to include materials that can be used with at least three purposes: first, provide students with accurate information to fulfill the curricular



needs. Second, provide materials comprehensible to develop interest in reading for recreational and informative needs, so as not to frustrate or bore people. Third, help students develop their reading ability in a progressive way, so that they can handle more and more complex materials and can tackle increasing demands by the educational system and life in general. Therefore, the school library has to include materials that vary according to their difficulty and topic, so that it is possible to find materials adequate to all reading ability levels and interests.

Let's turn now to the sixth element in the model: the general context of society and the government policies within that context that affect the way in which a school library can, with the book fund it owns, fulfill its role. Turkey and what used to be called Indochina provide us with interesting examples. In the 1920's and 30's both countries underwent, by a political decision, a change in the alphabet, from Arabic to Occidental in Turkey and from Chinese to Occidental in Indochina. From one day to the next, the whole population became illiterate, and the book fund was useless. Those are, of course, extreme examples but they illustrate well how a political decision affects school libraries. Less dramatic cases are found almost everyday when a specific government tries to incorporate parts or the whole of its population to a political process, or to modernize its economy; two things that often occur together. Those processes imply greater demands on the level of production and assimilation of information by the population. The materials they have to read after the process begins are more complicated than before and require a higher ability to comprehend. The school system, as part of the political structure, has to fulfill a new role and that changes the types of materials that have to be incorporated in the library.

But it isn't even necessary that a revolutionary process occurs. Nowadays we all suffer an economic crisis and all governments have been trying to respond to that crisis by changing priorities, reorienting expenditures, tapping new resources, examining which needs can be fulfilled with local resources. This has direct consequences in the lives of all members of a society, since it demands that we use what we have at hand in a more efficient way. The educational system responds to those demands by developing abilities in the students to adapt to a wider range of situations. The school library is affected because now it will have to prepare new situations and activities with the same resources, since they have been affected too by the scarcity of materials.

I would like to present some selected results from research we have been conducting in the Banco del Libro, Venezuela, to support the points I have just made. In all honesty I must confess that those studies were not conducted to respond to this presentation, but they can be reinterpreted to provide information that is at least relevant.

The first study I would like to discuss is entitled "The role of school and family in the development of reading habits". Its objective was to test the effects of accessibility of reading materials on students' reading habits. The following paragraphs give a brief description of this research project and some of its findings, and this is followed by a summary report on another research project, "Reading preferences of children in school libraries", which is still in progress.

## I. ROLE OF SCHOOL AND FAMILY IN THE DEVELOPMENT OF READING HABITS

The Banco del Libro, on request and with financing of the National Library, Venezuela, has recently finished a research project titled "Role of School and Family in the Development of Reading Habits". This project tried to determine the contributions of both institutions to the creation and maintenance of reading in children of school age. Twelve schools, six with and six without libraries were selected in three Venezuelan cities (Caracas, Ciudad Guayana and Maracaibo) so that the only difference between them would be the presence of this type of service; they were similar in relation to population served, number of students, experience of the teachers and so on. Two sixth grades were selected in each school and reading, Vocabulary and information searching skill tests were administered to all pupils along with a reading inventory, that registered materials read during the last six months. All teachers were interviewed, as well as a fourth of the parents of the students. The total sample was 694 students, 30 teachers and 174 parents.

The results show, among other things, that students in schools with libraries tend to read more and better materials than students in schools without libraries. This is a confirmation that accessibility to materials of high quality is one of the main factors in the development of reading habits. More interesting yet is the fact that students in schools with libraries, who were classified as "readers" in a larger proportion than students in schools without libraries, obtained significantly higher scores in all tests. This means that

the presence of a library not only has a beneficial effect on the number of students that devote time to reading, but also that they develop higher skills and abilities in reading, vocabulary and information seeking skills.

It was also found that teachers in schools with libraries read a larger number of materials and recommend more and better materials to students than teachers in schools without libraries. Moreover, in schools with libraries, teachers who were better readers were remembered by a significantly higher proportion of students as people who had an influence on their reading than teachers who read less materials. In schools without libraries, there were no significant differences between teachers who were readers or non readers. This can be interpreted to mean that the presence of books and other reading materials in a school give opportunity to teachers who are readers to stimulate reading in their students; something teachers cannot do when there are no available materials, even when they, themselves, are good readers.

Although the family data were less conclusive, significant differences were found in the homes of students who could be classified as frequent readers, independently of where they studied: there were more books available and the family showed higher concern for their education than those who didn't read. Finally, it was found that the home environment in relation to reading is important to defining the students tendency to incorporate reading in their behaviour: if the family doesn't read, the children will tend not to read. But, if the student attends a school with a good library, there are high probabilities that the deleterious home influence may be neutralized.

Several conclusions may be derived from these results: a) school libraries, despite their high initial cost, are a good investment for the development of reading habits and skills. b) Teachers should be trained in the use of materials in the library and programmes should be developed to stimulate reading by teachers as a guarantee for a better use of the library. c) Training courses for parents using television, among other means, must be part of any massive reading campaign.

## II READING PREFERENCES OF CHILDREN IN SCHOOL LIBRARIES

This research project has the following objectives:

1. To determine the characteristics of the books preferred by children of school age.
2. To establish a basic list of books that can be included in school libraries with the assurance that they will be read.
3. To determine activities that can be introduced in the school library to promote certain books.
4. To develop a research methodology that can be applied in a library to establish reading preferences of specific populations.

The Banco del Libro organized a network of 10 libraries in municipal schools in the Caracas Metropolitan Area. Those libraries, which included approximately 5,000 volumes each, as well as specially trained personnel and appropriate premises, became demonstration and training services for teachers and other educational centres interested in developing their libraries. One of the questions that soon surfaced was related to the use of the bibliographic fund. Two of the libraries were exhaustively studied. All check-out cards were analyzed and a list of the books with the number of borrowers established. The distribution ranged from books that were never borrowed, to books that were borrowed up to 55 times in one school year. The books that were borrowed few times as well as those borrowed many times were described according to certain characteristics. The most popular books tended to be picture books, with little text; whereas those with few readers had little illustrations and much text. This is a corroboration of previous information. What turned out to be a surprise was that many books with the characteristics of those most popular, were among the books the children never borrowed. Apparently there is some kind of "subversive information network" that, working through the children, promotes certain titles. This suggests the possibility of determining the channels that that network uses to stimulate reading other materials.

At present, materials are being written to explain the methodology used and simplified procedures devised for use by librarians. A list of the most popular books will be prepared and a research project has already started to stimulate reading of those materials not often borrowed or read by children.

Having looked at the findings of these two research projects, now I would like to go back to the initial subject of this presentation. What can we draw as conclusions for resource production? The first thing is, naturally, that production has to be framed within a model that takes into consideration many elements, some of them related to the general tendency of regions in relation to educational policies. Within that



model, research can, or rather, must, play an important role in defining many of the elements that it takes into consideration. Take for instance research into the interests and needs of children and students. What is it that makes materials attractive both from the physical point of view and also from the theme and the language?

People in the publishing industry should pay attention to this type of research and even sponsor it as a way to get fresh data that can be used in the process of resource production.

The second one is that more attention should be paid to the level of readability of materials. In English there has been a lot of research and work in this area, but not in other languages, and certainly not in Spanish. Publishers and teachers often give students materials that are too difficult and frustrating. Materials that are important for the transmission of information, such as textbooks, could be published at different levels of ability, so that no student has to be left out of that important knowledge.

The third conclusion relates to the fact that bookreading is more related to reading ability than magazine and newspaper reading. If this is due to the type of materials they find in their environment, which are of low quality and handle irrelevant subjects at a low level, we would reach the conclusion that better materials should be made available. The libraries themselves would have to find ways to use those materials in a more innovative way.

The fourth relates to cost. Today it has become more and more difficult to buy materials for libraries. Costs are increasing at a time when fewer resources are available. What can be done to reduce costs? One way may be to create regional projects probably within BIBLIO'CENTROS funded by OAS or by UNESCO that allow for creating basic collections that can be sought by several countries on a bulk rate. For the publishers this would have the advantage of ensuring them the reduction of risks since they will be able to place all materials produced. For the libraries this would have the advantage of lower prices and also the possibility of creating common activities that further reduce costs.

## POLICIES FOR RESOURCE PRODUCTION: A PUBLISHER'S VIEWPOINT

Hon. Mike Henry  
Minister of State for Culture  
Office of the Prime Minister

As a man who usually wears two hats, I am not sure which hat I was intended to wear this morning, so for the benefit of the Press, if they are here, I am here as a Publisher (not as a politician or Minister of Government). My presentation will be made in the context of my Jamaican experience and background in publishing. Certain things I will say may even be critical of some of the things done in my own country and I would therefore ask everyone to treat what is said as coming from someone whose interest goes back some 20 years into publishing. I have worked for a British publishing house, having been trained in Britain. I was assigned to cover the Central Latin American and Caribbean region and then moved on to my own publishing company. I did this because of a very simple experience. Whenever I found a book that I thought was worthwhile publishing and sent it on to the "home office" as we called it, the question would come back – "what can you sell in the area you are representing?" On the basis of the answer a decision would be made as to whether to publish or not but that decision was made against the background of the needs of Australia, New Zealand and other markets that are more sophisticated and therefore I thought, "why do I need them?" I trust that in my presentation, I will stimulate your mind and generate some interest.

I speak from the background of a company which has done the first ever Language Arts programme for schools in Jamaica, a book which was translated into Swahili and used extensively in the African market, the first ever Science series to be done for schools in the Caribbean using things that the children could recognize – and other firsts – first ever Social Studies series for Barbados, and one coming up shortly for the Eastern Caribbean, and you know I have to live so I am going to expand on some of these. Also if I may address the visitors, I hope you understand that within the context of your political world once you have declared your interest in an industry you are permitted to perform both politically and in your private life. Basically, therefore, using the Jamaican experience as a background, what one has to understand is that within developing countries there is an almost total lack of awareness of what I call the "creative industries", of which publishing forms a part. Publishing is a highly capital-intensive business, and there is a total misunderstanding of what goes into a book by everyone concerned and this, especially in developing countries, hinders the process of developing materials as resources for schools.

For instance, many countries move on the basis of cheap paper and figure that cheap paper is part of the way of reducing the cost of a book. Countries which have tried that in the past have found that this is not really so because to begin with, paper is not more than 15-17½% of the actual cost of a book. When you are going to publish a book, long before you get to deciding what paper you are going to use, you will have to find the illustrator, and when you go to the printer, you pay the printer his normal labour costs etc.; so that paper is merely a very small component. And if I may again cite the Jamaican experience in terms of that which has just been described, there are many aspects which, if not planned properly, also create their own problems.

There is also the professional aspect of how you produce a book. Looking at the production of a book in a society like Jamaica, where a classroom desk is shared by five or six children, if you decide to use a "landscape" format then the child who is sitting to the right of the desk is not going to be able to read the book on the left-hand side when he opens that page; so that landscape-designed books can retard the developing process or the reading ability of children. So, you have to research and understand the background. Professionalism of approach is a publisher's prerogative, and therefore when governments and other agencies do not plan properly then you end up with problems. For example, problems in terms of how you choose the size type against the background, or whether there is an electric light available in the community or whether they are reading by candlelight, and such other areas that really relate in practical sense to what you are producing. For example, we recently produced a series of books and in the very first copy of a mathematics book distributed in the schools of Jamaica for the very early grades, the first piece of coinage displayed to the children is a coin from Guyana or Trinidad and that is a 2 cent coin; we do not use 2 cent coins in Jamaica. I therefore find that there must be an acculturation gap in the mind of the child in terms of his learning ability and his learning approach. What I am therefore appealing for, is professionalism in publishing to deal with this. This is the role of editors. An editor has to always update material and update the book, and keep it updated in terms of what is happening. In societies such as Jamaica, if you do not up



date your books editorially every 12 months at least, then you are going to find a gap in the acculturation of the child in a relative sense to the material that they are using. I would therefore say that training is a very urgent need for countries like Jamaica and countries with similar problems – training in many of the areas for which we lack the professionalism and the capability.

There are few available editors, there are hardly any book designers, there are hardly any illustrators who understand that drawing and illustrating are not the same thing. In relation to school libraries and children's books, as School Librarians therefore we have to understand this and advise an illustrator that fewer lines in an illustration can be reproduced better and make for better understanding and therefore better reading. It is going to be important for private enterprise and for governments to recognize that in their training centres etc., they must begin to train people in these areas, especially since we are going to find the gap widening with regard to what we can afford in terms of communication technology, and therefore, reading will remain a very important factor in our development.

I will not deal with the developed countries and what they can do to assist us as resource-producers. Firstly, developed countries close their minds to creative material that comes out of societies such as ours. We recently submitted a number of books to publishers in the United States and these publishers rejected them saying they were not relevant to their social structure etc., and the language would not be understood. I asked them if they do not edit a book between the United Kingdom and the United States where different words mean the same thing e.g. "lift" and "elevator". Any major author in the world, if he is going to be marketed in the United Kingdom (who writes first for the United States) has his book edited, and there are certain things that are taken out to make it more suitable to that market. Our problem relates to our colonial heritage which goes very deep, and even our copyright structure in the publishing world was based on our colonial heritage. As developing countries we were divided into spheres of influence so that for instance we still have the legal problem today that no book published in the United States should be sold in Jamaica because Jamaica falls under the colonial sphere of the United Kingdom, and the copyright material that related to any book so published is that it should be sold to a UK publisher. In effect this is a continuing problem that relates also to language; for instance if I were to print and publish books in Spanish here in Jamaica I could not ship them, except for a limited number, into Caracas because Caracas forbids the importation of such books. Therefore Spain has to be the common ground from which I go from Jamaica in order to get books into Caracas. If in effect you in the developed world do not look at your copyright programme in relation to this, then of course no benefits are going to accrue, but we can assist each other.

If, for instance, you found books in Jamaica that were of interest to your publishers and they sought to buy the translation rights from us, this could be used as a way to reduce the cost of production of the book because it would be income that was never planned in terms of what was being done with the book itself. So, there are many ways that we can look at a commonality of approach to achieve the end results and improve resources, and therefore, as it follows, I think that you from your developed societies should make sure you look at all the displays of the books out there in the exhibition hall; see if any of them have any market in your own area. By your interest and stimulation and perhaps by encouraging publishers in these other markets, we could perhaps begin to earn income in other areas which were not built in to the general production of the book. This would probably increase production, lower cost factors and therefore increase availability of books.

I think it is very short-sighted the way overseas publishers deal with publishers and markets such as Jamaica; it is short-sighted in the sense that they are not even aware that every year, using as examples just three countries of the Caribbean – (Bahamas, Jamaica and Barbados) – five million tourists move between these countries and their homelands, and represent a market of some cultural interest. The publishers may be totally underestimating what is available or what could be achieved and as more and more families begin to visit the areas, I am sure there will be more and more interest in exposing children from developed countries to children's colouring books from this area and children's literature written in this area. After all, after you have developed to the stage that you are in the more fortunate countries, then you will begin to expand the minds of children beyond their immediate environment; so I think that you in day to day contact with publishers (since librarians must be an important part of their market), could encourage them to perhaps not blind their eyes to our own process of development and to perhaps recognize that equally within their own boundaries there must be some market. For instance, I am told there are one million Jamaicans in New York alone; unfortunately it is a hidden market – hidden because of where it is



located, how it developed and correspondingly because of its nature and cultural development therefore we can't reach them.

Recently on a trip we made to the United Kingdom to one of the book fairs, we found that suddenly there is a great interest in the books that we are doing here, by what is considered to be "third world publishers", and we are expecting to encourage some kind of development of this interest because there is a whole new generation of children from the migrant population who are growing up and recognizing the need to identify with their culture, and therefore there is a market developing. Being basically a capitalist at heart I hope to move in on it and hope you don't give the idea to McGraw-Hill or somebody like that . . . So, in a practical approach to policies for resource developments, again I want to emphasize that I am part of the government and I seek to try and make my colleagues and everyone else understand my own approach, that it is not being done merely from an individualistic position of interest but also from an interest in the development of our society.

I am therefore going to run through a number of policies (ideas which form part of my speeches as I travel) and I think if they are implemented or considered in some way, they are going to be important if we are to see any development taking place.

For instance, books in every part of the developed world are duty-free, they move very freely in terms of their importation. We still have problems even in the number of forms we have to fill out in shipping books from Jamaica to St. Lucia or to Grenada; for some reason or the other we don't exchange material very easily. Also Government should consider duty-free concessions for the importation of paper for the printing industry; this could also be applied to other raw materials which relate to printing, and as the extent of the devaluation of our currency increases this is going to be very important. In this way one would not be sacrificing quality for quantity, through using newsprint as a means of saving on cost. What is important for us to understand and recognize is how the printing industry has developed in other countries, which have developed a whole new area of industry around them. In Latin America and the Caribbean it is important for printers to recognize that Brazil is now producing paper of fair quality; there was a time when that Brazilian paper, when put into the machines would buckle on every sort of signature and not absorb the ink, but they have improved their quality, and we could look at that in relation to how we develop our publishing industry. I think that developing countries must recognize the linkages between printing and publishing; for instance in Japan in the early stages of the development of the printing industry, subsidies were given to Japanese printers for every book that was exported and similar policies have been introduced in other countries to encourage the development of the printing industry, as without a developed printing industry there will be problems related to publishing.

Historically, printers in Jamaica have developed out of what is called "job printing"; they have very little conception of how to print for a publisher. It is an in-out situation; they therefore cost on the single job coming in and going out. They do not recognize such things as reprints or how to plan for better utilization of their machinery etc., and, not everything is done in-house. The printer who prints and collates does not bind, and so on, so there is a great movement of paper and therefore printers themselves have to look at whether they are going to cater for publishing or merely for printing books, which is a totally different matter. Next we need increased cooperation (and I refer here to the CARICOM countries) as regards the freer flow of information. This is going to necessitate the eradication of tariffs which hinder information exchange between countries, and libraries from this region have an important role to play in the rationalization of this regional exchange of information. It is going to be important to understand that in the developed countries books receive far more respect than we give them. Certainly you could fight as librarians for cheaper shipping of books by air, even though the developed countries tend still to think that we can jump in a row boat and row from Jamaica to Trinidad because we are touching each other, not recognizing that it takes us as long to go from Jamaica to Trinidad as it does to go from Jamaica to London; we need to push the various airlines. In the more developed countries there are lower rates for the shipment of books and there are special book rates which will send them by air as long as you pack them properly, according to regulations. I remember in my days that it was 22 pound packages; I do not know if that has changed or if it has gone up, but we need to co-operate regionally in this way. We need to co-operate in order to secure such terms in this region.

Recently I had an order in my publishing house for a book from Mexico and the cost of postage to Mexico was higher than the published price of the book; Governments don't understand this, and it affects the single orders we get which can bring foreign exchange into the country as we continuously get orders



from libraries in Australia and other distant countries. We are publishers to the Bahamas Government in education, and we have published an atlas of the Bahamas. With this book we took the approach that at the primary level children do not need to be exposed to countries outside of their own environment but they need to know about the 600 islands around them. We had to take into consideration that a Bahamian child, unless he visits Jamaica, or Miami, would never see a river because there are no rivers in the Bahamas, so he would never know what a river is like unless he looked at a photograph. Therefore we took this into consideration and produced an atlas for all the 600 islands which did not include one map of any other area but the Bahamas; this first atlas was distributed to all the schools, and then within a matter of two years we moved to the second atlas which then incorporated, for the upper level of the school, the world maps that they could now be exposed to. This was done against the background of understanding how colonialism in every sense affects us; for example, in many developed countries (and I found this when I first went to Great Britain) the children know everything about their areas, even though some of them had never visited areas outside of their immediate vicinity. In our society however, we know more about Francis Drake and more about New York than we know about our own Marcus Garvey or Port Antonio. Therefore we need to close the gaps which have developed within the social structure of the society; we must deal with that in our own way, and it can be done to some extent by the books we create – how those books relate to the society, and equally what those books teach.

I can't say that I agree with you that most of our reading material is junk. I myself think any reading is good as long as it keeps people reading, but basically what I think is important is for us to understand as a developing country how important it is to train our authors in the messages they carry. For example I recall that in every Batman and Robin comic I read and every Superman comic the end line used to say "Crime does not pay" and this really registered in my mind, and I could have made crime pay a couple of times but I had been properly brainwashed! So, from our Jamaican experience we have to understand these things and we have to let our authors know that they also have an important part to play through what they write and how it is expressed.

To move on to another point, we need subsidies from the Government and from private enterprise, service clubs and international organizations for the production of books – books which are uneconomical commercially for local publishers to produce owing to the high production cost and sometimes relatively small markets. I say that with a little bit of reticence because as a publisher I am not a subsidy publisher; I charge no one to publish a book. I make a decision solely on the marketability of the book, on whether it will sell, whatever returns I may get, and whether it has enough material in it to allow me to sell either language rights, market rights or co-publishing rights. Therefore we need to identify areas of need especially working with Government, and librarians – by such research as we have seen and other research yet to be done – you can help by passing this information on to publishers, to Ministries of Education, and to Government bodies so that we can begin to know what kind of requirements your research reflects in terms of libraries, what children read, what they are moving towards, and what they would like to read, so that we are not going one way while the need is at the other end.

I mentioned earlier regional cooperation by countries in subsidizing books or reducing regional importation costs, and I repeat that all the CARICOM Governments need to pay very strong attention to this and certainly I think we need to educate Governments about invisible earnings. Not many people recognize that the foreign exchange component earnings of the United Kingdom is balanced usually every year by the invisible earnings from this kind of industry, specifically their publishing industry. We need to recognize this because every effort should be made to encourage governments to try and find some kind of low-cost long-term funding for our publishers and printers. This is very important. We have every other thing – Agricultural Development Banks, and National Development Banks, but we have no Cultural Development Banks which can relate to these creative industries. If again I use my Jamaican experience and move to the recording industry, I would point out that we have an economic problem in Jamaica as in most countries in the region, and previously the escape or outlet for our ghetto youths was the production of records. The person would sit down, write a thing go to the studio, produce a record which then used to cost him \$600.00; in the last year the cost has escalated to \$4,000.00 to produce a record of three minutes, and the same thing would apply in many other creative areas. Hence (again I hope the press is not here) I keep harping on our satellite dishes, and I emphasize that we should look as a developing country at taxing dishes which import foreign shows at high cost against a background of an economic depression. Those taxes would be used to assist people in producing their indigenous creative material, and this would be

done through a Board that would be administered under the Ministry of Culture because that would be the only way that I could see us getting any kind of help. I think it is short-sighted on the part of AID agencies, whether the USAID or the EEC, that these cultural areas never get any attention. There is never any fund or loan made available. In fact, in terms of generation of exports in the economy of this country or any country at all in the region, no publisher can go to our Development Banks here and get any money because as publishers we are not regarded as producers because we are merely dealing with the creativity of books. If the printer goes, the printer is not the one who exports the book — it is the publisher — so he gets no credit for that export. We as publishers get the credit but we can't get the long-term low-cost money to be able to attract more writers. Governments entering into the field of book production may fail to understand that it is important that a policy for the generation of new material must be structured within their policy of the production of books for schools; if in trying to reduce cost they are not at the same time going to set up a fund to allow teachers to go on leave to write the new books wanted, then what is going to result is a gap between the developing process in education, (which naturally takes place) and what is going on in the market place when a publisher seeks out new authors, new methods and new ideas for production. This lack of understanding and awareness of all the intricacies involved in book production creates problems, and I regret very much to see many countries move in this direction.

One other area that may create some problems is the metric system; countries like Jamaica have not really decided whether they have gone metric. Government has announced it over the last six years, but what we are doing in education is teaching half in metric and half in the other measurement. We have not switched completely because of the over-powering influence of the United States, which has not gone metric, and most of our imports come through that source so that in effect we have to follow them. One can see that being a factor, and note how it relates to the understanding of the child, especially in a society influenced by so many other spheres of communication.

And so it is going to be important for Government and private enterprise to commission research in these areas to identify needs and to create incentives. Bankers for instance must be appealed to, so they can understand what we are saying about the creative industry. One can't walk into a bank with an idea saying "There needs to be a book done on the importance of school libraries in developing countries, and what I would like to do is to allow Miss Leila Thomas to get some time off, and I need to advance her \$20,000 so that she can go and write that book which is important to the development of the country". The banker listens and says "What car have you got? What house and buildings have you got free? What insurance do you have". He can't invest in an idea. My banker friend still can't seem to understand that, so that in developing countries ideas don't get invested in. I can tell him that if Miss Thomas wrote that book I could then call the Australian publisher and say "Are you interested in taking so many copies", and get an advance before even spending any money. I can also call my dear friend in Caracas and say "Would you like the Spanish rights to this book? Pay me an advance of \$5,000", and that income would flow into the bank long before Miss Thomas finished the book which would have generated earning. But the banker has no faith, no trust in the creativity; he wants to hold on to my house, my land, my wife, my girlfriend, as securities.

So finally, what needs to be understood by legislators, by governments and by all concerned is what I keep referring to as the creative industry and its special problems in developing countries. As we have learnt in Jamaica we can run out of bauxite, or the foreign companies can transfer the process of production to some other market that accommodates them more easily. Sugar may run out, rum may run out, and yet we haven't produced a book which teaches us how to be creative using what we have. In the final analysis the only real potential any country has is its people, and the creativity of its people, and in a sense you as librarians are the protectors of that. You are the ones who have to see that this creativity is exposed, in exhibitions like this one, as fully as possible; that you encourage more children to read as widely as possible; that you help us publishers to try and find the right level of material and the right way to present it to make our children and the future generation really more literate, more knowledgeable, and most importantly, better able to relate to each other.

Thank you very much.



## POLICIES FOR RESOURCE COLLECTIONS

F. Adetown Ogunsheye

### INTRODUCTION

At the threshold of the 21st century, significant changes are taking place in respect of educational thought, policy and implementation. These innovations in education are designed to prepare the individuals and the society for coping with the other changes that are likely to result from the impact of developments in technology, biomedical manipulations, environmental engineering, space utilisation etc. The close interaction between nations and societies suggests that no nation, developing or developed, will be excluded from this movement, which has global implications.

Knowledge and information resource centres have a significant role to play in these new stupendous innovations that are emerging. It seems that accessibility and interaction to knowledge and information on a continuing basis will become imperative for survival. The individual will be required to have acquired expertise in the exploitation of knowledge stored in data bases, whether they be manual like libraries and media centres or electronic digital impulses like the computerised data bank, floppy disk, cassette or telecommunication network data base systems.

The developed countries seem prepared to cope with these developments, although some of their innovations seem to threaten our survival. The low level developing countries however, seem threatened with self-extinction. They seem to be overwhelmed with problems arising from over population, over utilisation and mismanagement of environmental resources and consequent climatic changes which have resulted in famine, inability to feed ourselves, starvation, international debts and inflation. Some of the new innovations taking place are concerned with the theory, philosophy and practice of education at all levels. Emphasis has shifted from the development of skills and functional knowledge to the development of the individual's talents and aptitudes; from a set externally determined programme and syllabus; to an individualised programme in which the learner has a choice and participates in the formulation of the objectives. There is a shift away from an externally determined standard; and rejection of the concept of failure, to capability achievement learning. Finally, there is a shift away from teacher-centred education to learner-centred education. The teacher is now becoming the guide and the selector of the learning strategies for planning and implementation methods for the learner's programme.

The Media Resource Centre (MRC) specialist, teacher, librarian should be guided by these innovations, because resource materials are crucial to the new educational process. In fact, the MRC itself has now become an innovation centre.

The resource collection should reflect these new trends in education. Other determinants of collection development policy are the state of the nation's development, the accepted goals, the national educational policy, the local educational policy, factual differences required to meet local social needs. The special character and needs of the institution served its objectives and policies must be of priority concern in resource collection development.

All these factors must be taken into consideration in the formulation of the media resource centre's policy for resource collection development.

Finance and political issues are constraints in the provision of learning resources. . . Politicians and administrators have their own set of priorities guiding their fund allocations. Resource collection development has to be operated within the limits established by funding sources. Policies must therefore be established to guide the MRC's resource collection development.

Policies for resource collection must identify the new educational role of the MRC, determine collection development objectives, specify category allocation to reflect emphasis priorities and relevance of subject content to the local environment. The policy must be comprehensive and should indicate minimum standards for efficiency in meeting clientele demands. Finally, it must lay down guidelines for evaluation of resources, for user education research as a basis for future improvement of its resource collection.

### New Concepts for the Educational Function of Media Resource Centres

One of the new innovations in the education process is the acceptance of the function of the media resource specialist, and the teacher librarian in teaching and learning. We have become essential members of the education team within the new individual learner-centred educational system. The new innovations

in education suggest more reliance will be placed on broad and general education for the individual, with emphasis on science, technology, social education service and management skills. The emphasis on individualised self directed learning requires that the learner acquires the ability to interact independently with learning resources. The collection will therefore be required to be fully comprehensive or have access facility through cooperative resource sharing links with national libraries or other resource centres.

#### National Stages of Development and National Education Policy

It should be noted that the nations of the world are at various stages of development. There are also within any nation, societal groups that are at various stages of development. For the purpose of categorisation and study, these groups may be viewed as a) primary, whose economic development indicators are agriculture, fishing, forestry and other exploitative primary occupations; b) industrial, designated by manufacturing and industrial activities using technology to create new products and c) post-industrial societies designated by sophisticated industrial operations requiring high technology in societies where information is at a premium. The last-named is often referred to as the information society.

The United Nations has also grouped the world nations into developed and developing countries. It has further identified different levels of development among the latter and categorised them into low, medium and high developing countries, depending on a number of parameters – GNP, literacy level, industrialisation and other criteria determining a level of development.

For the purpose of this paper, it is assumed that the relevant governments and policy makers have established national policy guidelines in education, that take into consideration the nation's stage of development and the special needs of the various groups in the society.

The media centre resource specialist will therefore as a first priority study the National Educational Policy of the nation, its development plans, and the ideological orientation adopted for nation building. National Plans, however, tend to be idealistic and sometimes unrealistic in the local environmental context. Therefore the second priority for resource collection development specialist is a study of the characteristics and needs of the local environment, the state of local government policy on education, the special problems and needs of teachers and youths, and children in the local area. The foregoing constitute background criteria for formulating goals and objectives for a Media Resource Centre. The goals and objectives should in turn determine the criteria for resource collection development policy and provide guidelines for implementation.

#### Resource Collection Objectives

The term Learning Resource is used in this paper to cover all forms of recorded knowledge and information that can be acquired, described for identification, is amenable to manipulations that promote accessibility and use in a resource centre, or library. These consist of:

- a) graphic records in the various book formats;
- b) records in audio visual formats – tapes, slides, films, video cassettes;
- c) integrated packages of book and audio visual materials
- d) realia
- e) records in computer floppy disc, cassettes and other electronic devices.

The school library media resource centre should reflect all these varieties of learning resources in its collection as it develops from the simple school library through media resource centre to multi purpose media resource centre.

#### Standards for Categories for Resource Collections

Standards provide guidelines and quantitative measures of minimum efficient service. Such standards are usually derived from practice that provide indicators of what is feasible and realistic in the local context. Standards are also required to guide collection development. A media centre is a growing dynamic institution, policies for which must be flexible and subject to review from time to time, according to needs and changes in growth and development. For the purpose of determining policies that can be expressed in quantitative terms, one must recognise three types of stages in the development of a media resource centre. These are suggested as follows:



- 1st Stage The school library serving a specific school population of 1,000–2,000 pupils and 20–40 teachers. It should have a collection of 5,000–10,000 books to be efficient and cost effective.
- 2nd Stage A media resource centre consisting of four units – a book collection unit, an audio-visual material and equipment unit, a production unit, a user research and development unit. The Media Research Centre should be serving a group of schools or a large educational comprehensive centre with a population of over 2,000 pupils for which it will require a collection of over 10,000–20,000 items of books and non-book materials.
- 3rd Stage A multi-purpose media centre serving a group of schools and the local community with a total population of over 10,000. It will consist of a book and materials collection, an audio visual unit, a production centre, a citizens information bureau and a recreation service unit with halls and seminar rooms. Such centres will reflect both the school population and the adult population needs in its collection of materials, functioning not only as an educational but also an intellectual recreation centre.

Most primary schools should have class room collections managed and serviced from a full-scale media centre or library serving the local community. The school library is therefore recommended for secondary schools with at least a population of 1,000 students and 30 teachers, and for teacher-training institutions media resource centres are recommended.

### Resource Collection Objectives

In formulating policy for resource collection development, the objectives of the institution or institutions served by the centre must be considered as the central focus of its services. The media resource centre is, however, a multi-purpose institution meeting the variety of needs of its identifiable clientele, namely teachers, students or pupils, education administrators, supervisors of schools, educationists and the parents of the students. It may in fact be serving the total local community, where there are no alternative libraries or information centres.

The new media centre's objectives must therefore fulfill the various roles assigned to it in the modern context, namely:

1. a learning materials centre.
2. a continuing education centre for special and other clientele
3. an information and reference data centre for decision making, for the teachers/administrators
4. a learning materials generation and production centre
5. a recreation centre and community development centre
6. the intellectual products storage and stimulation centre for the local community
7. a research centre on user study investigation and experimentation.

In developing countries where there are no other agencies for information and knowledge dissemination, the media centre must fulfill all these roles if we are to survive and keep pace with world developments. Because of the acute shortage of funds, trained personnel and development-oriented resources, developing countries must not only fully utilise the resources available, but must employ innovative methods to enable them to sustain the pace of educational and economic development. Libraries and media centres have to become more innovative in information dissemination.

The media centres in developed countries are already metamorphosing into multi-purpose media centres for reasons of efficiency in utilisation of funds and manpower. Developing countries and new centres have the advantage that they can now start with the new trends without the handicap caused by old equipment, materials and operations. These new roles must be reflected in the formulation of policy for resource collection development, and standards of practice and operation must be guided by these objectives.

The centre will need to be selective among these roles, establishing priorities according to the needs of the community delimited by the constraints of funding.

The resource collection policy must recognise the need for guidelines for the following:–

- a) basic comprehensive collection representing all areas of knowledge and all forms
- b) local relevance in subject content of material
- c) provision for adequacy in number of books provided per possible clientele
- d) annual additions in relation to size of population served and growing needs
- e) a policy for replacement of outdated books, wornout books and missing books
- f) non-book learning materials, audio-visual, realia and other formats
- g) user education and research investigation.

## The Basic Book Collection

A basic adequate collection is one of the concepts for which standards are designed as guides for resource collection development. It should consist of reference information books, text books, supplementary reading materials, recreational reading materials in adequate numbers for the initial population. This is considered as minimum requirement for efficiency of service. Another concept is that of a balanced collection. This concept demands that all areas of knowledge should be represented at the level required, for the variety of clientele – teacher, student, administrator, parent – to be served. It also requires that in quantitative terms there should be an appropriate proportional relationship in representation of the various disciplines in the collection and the objectives of the institution. Thus, at the University of Ibadan, Abadina Media Resource Centre quantitative categories were recommended for secondary school library and teacher training colleges media resource centres at tertiary level in 1975. Ten years later these categories are being revised to reflect the new National Policy in Education.

This new policy has as its goals the building of a self-reliant egalitarian society. The Policy proposes a new 6, 3, 3, 4 structure with—

- 6 years of Primary education
- 3 years of Junior Secondary education
- 3 years of Secondary education
- 4 years of University education.

There is to be a new emphasis on science, technology and agriculture. Vocational subjects are to be introduced at the junior secondary level so that the products can be self-employed as artisans,, while Technology is to be introduced at the secondary level so that the products can have some basis for professional skills.

The new policy aims to develop a nation of self-reliant citizens who respect the dignity of labour and who possess marketable skills on leaving secondary schools. Table 1 shows how these changes have been reflected in the new standard recommendations —

TABLE I. SECONDARY SCHOOL LIBRARY  
PROPORTIONAL ALLOCATIONS FOR BASIC RESOURCE  
COLLECTION

	1975	1985
Reference and Information	5%	5%
Philosophy and Religion )		
Language Arts and Literature )	29%	20%
Fine Arts and Culture )		
Science Pure and Applied	25%	20%
Technology )		
Vocational Subjects )	—	20%
Professional Subjects )		
Social Science including )		
Geography and History )	25%	20%
Recreational and Fiction	16%	15%

The Training College Media Resource Centre's standard specification for resource collection development has also been amended to reflect the National Policy and to emphasize innovative methods in teaching that will develop the spirit of enquiry and independent thinking in students, a love and respect for truth and knowledge. Thus the standard of specification and categories have also been amended to reflect the emphasis on new teaching methods.

Table II show the amendments to the 1975 recommendations.



TABLE II. PROPORTIONAL ALLOCATIONS FOR MEDIA RESOURCE CENTRE  
BASIC COLLECTION

IN TEACHER TRAINING COLLEGES

CATEGORIES	1975	1985
Reference and information	5%	5%
Philosophy and Religion	2%	2%
Language Arts	6%	6%
Literature	8%	8%
Fine Arts and Culture	5%	6% *
Science, Pure and Applied	10%	10%
Technology, Vocational and Professional	10%	10%
Agriculture	—	4% *
History	8%	2%
Geography	8%	8%
Civics and Moral Education	1%	3% *
Economics	1%	2% *
Political Science	1%	2%
Education	13%	13%
Library Education and Resources	2%	5% *
Sociology	1%	2%
Recreational — Biography	5%	2%
Travel	3%	2%
Fiction	11%	4%
Research and User Studies	—	2% *

\*indicates increased percentage allocations.

The items starred — fine arts and culture, agriculture, civics and moral education, economics, library education and resources, and research and user studies — have been given increased allocations to reflect the new emphasis and the new subject content in the new National Policy on Education. The overall objective is to train the teachers who will implement the new curricula for junior and senior secondary schools. The food shortage and drought have put agriculture into a new focus in the curriculum. The training of agricultural science teachers has become a priority. Teachers for vocational and technical skills are also being trained at teacher-training institutions. Some special colleges for the training of teachers for technology subjects have been established. The resource collection standard allocation should be altered to reflect the institution's emphasis on technology. Similarly, secretarial and business subjects will feature prominently in the resource allocation to teacher-training institutions for commercial skills.

Library science education and resource collections have assumed new importance in the new media resource centre collection, with the new functions of learning resources development and production assigned to media resource centres.

These proportional allocations must be regarded as guidelines subject to flexibility and change, not only according to the institutional objectives, but over time. This is to reflect changes in demand, new trends and developments in various subject areas, and local variations i.e., for coastal fishing areas, rural farming, industrial urban, or industrial (mining) rural areas, etc. There are suggestions now for more quantitative methods deriving a formula that relates demand to availability and funding.

### RESEARCH AND USER EDUCATION

Research in user studies, education and behaviour is a new function for Media Resource Centres. This whole paper is based on the assumption that the modern media resource centre is an important teaching function in the education of the user concerning the characteristics and utilisation of learning resources. We need to investigate and study intellectual behaviour and learning habits of our users and to impart to them library-use skills and education. There is need for an appropriately designed and structured pro-

gramme for library resources user education (not library management education).

At the University of Ibadan's Abadina Media Resource Centre, such curricula for primary, secondary and teacher training levels, have been designed.

Curricula must, however, be tested and evaluated under validated research design and controlled conditions. Therefore, this Primary level curriculum has been applied to pupils in a six year study to test its adequacy and to find out in quantitative terms what effects it has on the development of the primary school child. The intention was also to establish the focus of the dependent variables – indicators of cognitive changes – mental age, self concept, attitudes to learning and behaviour.

For the experiment two groups of subjects were selected from public schools, six years old with similar socio-economic background and at the same developmental level. One of the groups was experimental and was treated to the designed library education programme while the other was a control group. The findings monitored through the six year period produced results which enabled the staff to:

1. validate the curriculum and identify its deficiency area;
2. prove that a library education programme ensures interaction with the library's superior learning resources;
3. prove that the products of such interaction with library resources made cognitive gains which affected performance in academic achievement;
4. prove that these products also made affective gains – in mental age and development, using the Goodenough Test modified for Nigerian children, and closed the gap between them and children from advantaged homes – the educational elite;
5. prove that this exposure gave them superior attitudes to learning, confidence, superior self concepts and innovative and realistic ideas on career aspirations.

The AMRC, as a result of these findings, is placed in a better position to appreciate its educational role, reevaluate its resources, facilities and services, and to modify and improve them.

Development of resource collections for the Multi-Purpose Media Resource Centre must take cognizance of the priority of reference information, functional reading at the vocational and professional level and the recreational and cultural reading requirement of the adult population. This is, strictly speaking, outside the scope of this conference theme.

#### Funding and Financial Constraints

Funding is dependent on a number of extraneous factors over which the teacher-librarian specialist has very little control. There must, however, be a policy statement determining what proportion of the institution's allocation will be given to the learning resource centre. Similarly a special proportional allocation should be made for the material resources collection. The standard specifications for libraries are usually stated in terms of population served. There should, however, be a more efficient method of determining what is required for efficient service, especially in developing countries where learning materials and equipment often have to be imported and the costs are determined elsewhere. Librarians have for too long been satisfied with left over crumbs from the table. They must now make a cost analysis study of services to the institutions they serve. First they must have a positive self concept and appreciation of their value of education as being an essential and integral requirement. Funding sources must be made to appreciate that an inadequate service does more harm than good. Librarians must prove that education costs are increased if

- a) the products of school education are of poor quality and unemployable
- b) drop-out rate remains high
- c) repeater rates are high.

These are World Bank findings on the outcomes of educational projects it has sponsored in developing countries. All these three make for inefficiency and increased cost. Libraries have been known to improve efficiency and it is now possible to put a value on the services of the media resource centre e.g. they must be properly financed and unit costs can be reduced by resource sharing among a number of schools and educational institutions.

Policy for the allocation of funds for resource collections must be realistic and in favour of efficient service.



## Conclusion

Every nation of the world has to contend with the problem of survival in the face of growing population and dwindling resources on the planet earth. We are faced with the choice of being either a liability or an asset on the planet. It is our responsibility as educators, knowledge and information specialists, teacher-librarians, whether in developed or developing countries, to ensure that we provide and transmit knowledge and information that will enable our societies to opt for being assets, and ensure that our children are equipped for living in the 21st Century.

## SCHOOL LIBRARY POLICIES – EVALUATION AND RESEARCH

Daphne Douglas

### INTRODUCTION

For the last few days, a serious look has been taken at the development of school library policies from a variety of angles. Debate and discussion have entered around the identification of needs, ways in which which these needs might be met, as well as the promotion of the climate in which school libraries might flourish and underpin the educational process at the school level. I do not believe that there is a single person in this room who could not sit down immediately and write a reasonable policy statement and develop guidelines and standards. It might even be possible for most of us to come together and agree on a collective statement which would indicate a desirable and acceptable *modus operandi* for school libraries. But none of us run our own private libraries, nor do we generate the essential funding. As a matter of fact, the tasks which we do, the systems which we develop are controlled by the environments of the systems.

School libraries are set in a framework within which they must operate and the decision makers who determine this framework are unfortunately not necessarily of our persuasion. What is needed, therefore, is a series of strategies which will win for the school library an optimum operating environment having regard to any constraints which are without the control of the system. My contention in this paper is that a significant component in the drive towards policy formulation and implementation is the contribution which is to be derived from evaluation and research activity. When one knows, when one can describe in detail, when one can present facts and figures, when one can make comparisons, can select with effectiveness from among alternatives, when one can operate in a sound predictive mode, one is ready to "win friends and influence people", influence the powers that be with confidence. And these powers, for us the politicians, the general administrators, the school administrators and the educators will be forced to accept also with confidence the suggestions which are made because the premises are supported in a valid way.

Evaluation can be viewed as a specialized form of research, of finding out about the unknown or the suspected, but it has its own particular function and purpose in the system development cycle. The whole process of research is ultimately to discover truths as near as we can determine. Once this is done, then for us in this context, one should follow through in utilizing this knowledge to improve or to cause improvement in the system wherever applicable.

Development in the area under reference, that is, policies for school libraries, has been largely based upon pragmatic considerations. Evaluation is needed in order to assess the levels of success achieved, the short-fall in attaining objectives laid down and to indicate future system planning. Research is needed in order to provide firmer premises on which decision-making and problem-solving can be based. Errol Miller emphasized the difference in these two approaches when he wrote in an article: "Policy formulation often has a crisis character which virtually dictates pragmatism, whereas research tends to idealism".<sup>1</sup> To particularize, the word "empiricism" could be substituted for "idealism".

In building up knowledge and understanding, research can be used as an influence in the realm of developing school library policy. Writing of educational research, Pablo Latapi opines that "educational research workers in developing countries seek for the most part to influence educational aims and practices . . . The majority seek to promote changes by bringing influence to bear on educationalists and teachers, or else on public opinion or the attitudes of particular groups".<sup>2</sup> Surely school library research, seen as a

subset of educational research, should carry the same implications. But one must need to add a corollary; first, one must identify the existence of significant evaluation and research activities, the results of which can be made pertinent in the promotion of a school library policy. And this is very difficult indeed. It would seem, granted the limited resources consulted, that school library evaluation and research have been more geared to the understanding and improvement of services per se, rather than to the wider concept of defining a possible policy.

It would appear, therefore, that attention needs to be paid to this topic and wherever possible, either evaluation and research projects be directed specifically at determining possible recommendations and decisions relating to policies, or projects which can give support to such policy determination be undertaken. An evaluation report picked at random illustrates the point. The Sobrante Park School multi-media project evaluation lists evaluations by teachers, students, parents and visitors. Nowhere does it attempt a management viewpoint for a school district where in three years the "Sobrante Park's Library programme led to the district's recognition of the value of full-time librarian positions in all of the ESEA Title I elementary school sites in 1965".<sup>3</sup> The latent message concerned with policy did not appear to be exploited.

## RELATIONSHIPS BETWEEN RESEARCH IN EDUCATIONAL AND SCHOOL LIBRARY POLICIES

The provision of school library services in its widest context is a complex undertaking, not just merely the application, in the school environment, of the theories and practices associated with library and information services. As nowhere else in the broad field of information handling, it should play a deep-seated and indispensable role in the functioning of the relevant institutions. Yet in book after book, article after article, educational plan after educational plan, reports of progressive education for the gifted, for the backward student, the whole gamut, even when educational technology finds a substantial place, there is hardly a mention of the significance of information services.

On the rare occasions when any attention is paid to this constituent of the education process, mention is often restricted to a single word, sentence or paragraph. This is the theme of Richard Morrill's contention in his article on school libraries and progressive educators.<sup>4</sup> He contends that "progressive educators, it seems clear, did not provide the impetus for the development of school libraries. They seem not to have realized that the library method itself was a radical and progressive change in pedagogical technique comparable to any that they wished to inaugurate".<sup>5</sup>

Within the limited resources available here, the indications are that it is the information specialists who are writing on the subject, who are evaluating their services and researching the topic. It is my conviction that until the educationalists themselves begin to look at the place of this service in their institutions, begin to evaluate and to research its merits, less than optimum acceptance and promotion will take place. What is desirable is that wherever and whenever educational policy is enunciated or developed or evaluated or researched, there should appear clear indications of the place of information service in it. It is at the stage of the formulation of educational policy that policy for school libraries will have its beginnings and will ultimately have the greatest effect. This is what evaluation and research in school library policy must achieve directly or indirectly. It is only when the educational planners, administrators, evaluators and researchers take cognizance of this basic entity within their systems that the component will come to have meaning and will be permitted the framework and available resources for its proper functioning.

I have referred to the Miller article.<sup>6</sup> I attempted to scan the whole issue of *Prospects* in which the article appeared and which had as its dossier "Educational research for development". I could not identify a single reference to school library research or indeed anything about the role of school libraries in the educational process. As a strategy, school library evaluators and researchers have to find a way to report their work in the education media for communicating the results of research so that it becomes an integral part of the larger body. They should also attempt to have included in any appropriate educational research project, an information service unit which would allow the subtopic to be properly addressed.

Here again however, a chasm of non-performance gapes: to what extent have evaluation and research directed at school library policy been seriously pursued? My belief is that this has been negligible certainly within the Caribbean and school library personnel. Indeed, library personnel must first make good this neglect before they can hope to influence the direction of policies as they apply to the provision of this all important service in the schools. True enough, sometimes even the educational research is not evident. David Loertscher puts it this way: "... trends or fads in education such as free schools, alternative schools,



team teaching, open schools and other configurations have sprung up without the benefit of evaluation research. Library media specialists have been pressed to adapt to these changes without concrete direction or from research theory".

This then is the relationship which must be fostered between evaluation and research pertaining to school library policy and the wider field of educational research. Firstly, there must be developed a corpus of research which will support the formation of policies for library advancements, secondly this body of knowledge must be integrated into the wider field and thirdly activity in the wider field must encompass school library policy as an integral part of its composition. And as an addendum, even educational research needs that expansion which will help to set the directions for school library policy.

## THE PLACE OF EVALUATION AND RESEARCH

### Evaluation

Evaluation fits very neatly into the development cycle of a system. The place of evaluation in this cycle can be approached in different ways. One approach is to view it as the basis for understanding the system as it exists in order to proceed with planning for the future. This is the process of system analysis, the collection of data about the system and manipulation of this data in order to observe patterns. Another approach is to view evaluation as a methodology for selection among alternatives. In this context, simulation techniques can be used as an example. Probably the most common approach is the interim and end assessment of implemented innovations and alterations based on the objectives established at the beginning. In every instance however, there is the ring of:

1. Defining the problem and setting objectives
2. Data collection and analysis
3. Synthesis or design
4. Implementation
5. Evaluation.

Then one goes back to the beginning because no system is static. Two essential elements must be emphasized. One is the thread of evaluation which runs consistently through the cycle, indicating the need to develop, as one progresses, monitoring or evaluative subsystems. The other is that mere data collection and even analysis is not sufficient. All too often this is where projects end, with statements as to percentages, and means and modes. Data is collected, analysed and presented but the real advantage comes when the outcomes are stated in terms of carefully deliberated findings and conclusions and feed-forward ideas about how the total activity can be used to achieve a more desirable state in the future.

A last thought on evaluation is that one must be clear when objectives are being viewed. Evaluation has largely to be based on measuring the extent to which set objectives of the system have been met. This is not to be confused with defining the objectives of the evaluation itself. It is in this definition that one can look at targets and select, for example, the funding body or the management decision-makers as the entity which it is intended ultimately to influence. An investigation into cost-effectiveness for example might well be intended to influence reconsideration of budget provision.

### Research

The most frightening thing is the scope of the work that still needs to be undertaken in this specific area. If one is attempting to influence the direction policy is to take, then any project which can have effect and can underpin stability will be worthy of being undertaken. Perhaps what is needed within the school library area is a prioritized research agenda of the type developed by Cuadra Associates for the U.S. Department of Education Office Libraries and Learning Technologies in 1982.<sup>7</sup> It is a task that IASL might undertake or maybe, more specifically librarians and educators in developing countries, such as those of the Caribbean region, should address the question.

In addition to the popular historical and survey type research, there is much need for experimentation, difficult to mount as it might be. Because policy is the framework within which the system is made to work, it is useful for planners to have some idea of what would happen if this or that policy were to be adopted. It is by mounting a well controlled experiment or demonstration project or conducting a simulation exercise that one is able to predict with some accuracy or to observe possible outcomes. More innovative and imaginative research needs to be attempted in the field.

One thing is certain, if it hopes to convince the overall policy-makers, school library research must be of a high standard. Those who would conduct it must be well skilled in the science and apply the strictest measures, be it action research, applied research or basic, that is, pure research. All types have a place in the promotion of school library policy. In the outcome of pure research activities, there is much that can be extrapolated to the real world environment since theories form the basis for decision-making. The results of applied and action research, if properly undertaken, can have universal application and with care, inferences can be drawn for generalizations.

Probably the most urgent action required as one looks at evaluation and research, is for teacher-training institutions and library schools to improve the competencies of the graduates from their classrooms. Someone once said that a good third of the articles included in the ERIC data base should never have seen the light of day. I do not argue about the validity or otherwise of the statement but remark that shoddy research work will not enhance the chances of achieving our goals and that the greatest care must be taken not to allow any one to say the same thing about library research with any assurance.

Finally, in this section, reference is made to the three components of research in which involvement is needed. Loertscher identifies:

1. Conducting research
2. Synthesizing and evaluating research efforts
3. Disseminating research results.<sup>8</sup>

One and three have already been discussed. It is necessary not only to provide research results pertaining to individual situations, but also to draw upon the wider field. It is not possible to conduct all the projects needed as original research. A protagonist must be able to draw widely from the field of pertinent research and while a plea has been made for reliability it must be realized that this is not always the case. A critical evaluative judgement must be developed so that only appropriate and reliable research findings are cited. In this, sound reviewing techniques ought to be applied and discriminating commentary is a necessary output of this process.

## EVALUATION AND RESEARCH CONSTRAINTS

There are five major constraints which hamper the conduct of this work and to which attention must be paid. These are financial, human, political, resource and communication. Each one will be dealt with briefly.

**Financial Constraints:** It is hardly ever recognised that effective work in this area needs to be properly financed. Funds for materials, computer time, subsistence, travel and even document delivery charges and postage can make all the difference to a research project. Within the planning of school library policy, there should exist provision for research to be properly conducted as an integral part of policy formation. At times, independent evaluation is much more acceptable than self-directed evaluation. To commission market research professionals to undertake such tasks means the provision of the wherewithal to meet their charges. Sometimes, where funds are not provided, a less than perfect evaluation is undertaken by persons deeply committed to the project and subjective assessment can result.

**Human Constraints:** These centre around abilities and time. Within the overall system, research methodology capabilities must be built up. Not only this, but there is need for persons with vision and innovative ideas concerning the type of investigations which will bring desired results. Particularly in the developing countries, it is found that the day to day work loads of the able people are too heavy to permit creative thinking and imaginative projects which will cause quality research to be undertaken. Neither research nor evaluation activity lend themselves to be fitted in at the lunch hour or the end of the busy day. Research requires a mind emptied of the daily hassle and tribulations, and time to sit and think. The imbalance in the division of labour and the too few workers in the vineyard of school libraries contribute to the insufficiency of output particularly from the persons who are best qualified to undertake this work. This has financial and political connotations.

**Political Constraints:** It is clearly seen that this negative influence falls in two areas. One is in attitudes, that is the extent to which school library services are accepted in the school environment. This has implications for educators, managers and policy makers at the highest level. The other is within systems themselves, and is the willingness of responsible officers to accommodate evaluation and research in terms of release of information. This is a very serious problem for the researcher: the desire to protect one's own or one's system's image can inhibit the release of data or even involve the release of non-reliable data. If research is to have a meaningful effect, then the information upon which it is to be based must be accessible and valid and this touches directly upon the next constraint.



Resource Constraints: I have in the preceding paragraph touched upon some difficulties associated with access to material because of institution barriers. Another problem is exemplified by an example associated with the preparation of this paper. Periodical indexes revealed a number of articles which might have been useful but which were not immediately available. If research and evaluation are to provide the impetus which it is felt is possible, the supportive literature has to become readily accessible for consultation within the time frame requirements of the researcher. This, one thinks, is what bibliographical control and document delivery is all about but especially in the developing countries, there is a far way to travel along the road to prompt, timely supply. And professionals in the field must begin to understand the nature of the resources which will be needed, especially in restricted environments and to provide access tools to some of the rich resource stores, some of primary materials, which will facilitate research. This was the substance of the theme for ACURIL XIV\* and especially emphasized in the plea in the penultimate section of Daphne Douglas' paper on "The Research Sphere of the Librarian".<sup>9</sup> One telling circumstance is the standard of records management and archival control of materials in the school systems. Do these documents have anything to reveal about the school system and role and functioning of the library within it? To what extent are they organised and conserved for research?

\*ACURIL XIV. Fourteenth Annual Conference of the Association of Caribbean University, Research and Institutional Libraries. Theme: "Caribbean Libraries and Research".

Communication Constraints: Sometimes utilization of the findings of a piece of research and/or the results of an evaluation are not widely available. Both need to reach appropriate audiences. But all too often, there is very limited access and in many instances outcomes are not seen by the persons with power to utilize them effectively. This is, in part, the subject of the Mancall, Fork and McIsaac article, "Avenues of dissemination: Researcher to Practitioner".<sup>10</sup> Ernesto Schiefelbein also touches upon this in his article on educational research trends in Latin America.<sup>11</sup> He attempts to elaborate the idea of circulating results in the "stretching the networks" section on the last page. But he is all but begging the question of information networks as instruments of information transfer.

All these constraints militate against programmes of evaluation and research which could build up a valuable repository of facts and deductions of value in the field.

## CONCLUSION

I have tried to write this paper in the context of the Conference's subtitle "towards a policy for schools". I interpret this to mean the overall framework in which school libraries must operate within the school situation. I believe as professional librarians we are cognizant of the many, many policies we need to develop in our administration of the library and in working with others. We should already be aware of the role of evaluation and research in this connection.

What I have attempted to emphasize is that evaluation and research must be viewed as a strategy to influence the designing of appropriate overall school library policy. The institution of policy, I am convinced, is outside of our control but certainly within our powers is the ability to prompt relevant policy and to cause it to be laid down. The planting of ideas and submission of suggestions for adoption and implementation must be supported by facts and figures and sound assessments. This is not a straight-forward activity and some of its complexities have been discussed. I hope that this presentation will provide a point of departure for thoughtful discussion by the participants.

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## POLICIES FOR DISSEMINATING INFORMATION: PUBLISHING A PROFESSIONAL JOURNAL

Lillian Gerhardt

(Abstract/Summary by K.M. Mungo, from rapporteur's notes and partial tape of the session).

The presentation began with an anecdote illustrating the value of effective communication, and then went on to emphasize that the editor of any publication, if he/she wishes to communicate effectively, must set certain policies right from the outset, if the publication is not to flounder or become problem-ridden.

It is therefore the business of the editor to:—

- (a) identify the purpose or objectives of the publication
- (b) set the boundaries/limits of what it will contain
- (c) determine the slant or tone, whether formal or informal, newsy or research-oriented
- (d) settle details such as size, number of pages, frequency etc.

Policies, when set, need the support and endorsement of the reading group, especially the organisation on whose behalf the publication is being done. Since the journal, newsletter etc. must support and further the objectives of the organization or profession, finances, for printing, distribution etc., must be assured, since the editor has to be careful of the implications of selling space in the publication.

The editor needs, not only the ability to write, but also the ability to attend to the important administrative details of planning, scheduling, executing, tending basic design and layout etc. Change, when necessary, must be introduced gradually and not drastically, so that the publication's readers are not adversely affected.

The blueprint of policies set are the map to guide actions and decisions of present and future editors, so that there is no diversion from the stated purpose of the publication.

### Editor's Note

Unfortunately, the full text of the paper by Ms. Lillian Gerhardt: "Policies for disseminating information: publishing a professional journal", was not available; a summary has been included.



## SCHOOL LIBRARIES IN THE 21ST CENTURY: MOBILIZE FOR SUCCESS

Alice E. Fite

We have gathered in Kingston, Jamaica to review the types of policies which are needed to ensure continuing development and improvement of school librarianship. Funding, personnel, administration and professional training have been major areas of concern as we seek to provide the criteria so necessary for the continued progress of our career field. We do this because of our collective commitment to professionalism and because of our individual ethos which asks us to reach out to that measure of excellence within us.

The year is 1985 and we find ourselves midway through a decade which began with dwindling budgets, staff cuts and a human cry to return to the basics. Five years ago I was attending a meeting in Baltimore, Maryland where I had the privilege of hearing the Associate Commissioner of Education for Legislation from what was then the United States Office of Education. The Commissioner, Albert Alfred, was addressing future changes in federal funding programmes for elementary and secondary education. His concluding remarks were paradoxical in nature and I quote, "The dangers may be greater than we have ever faced before; however, the opportunities are greater and more challenging than we have ever faced before".

It is now five years later, the middle of a decade where the search for excellence will take us on to the 21st century. And the desire for improvement within school librarianship is reflected in the constant-changing environment in which we find ourselves. The answer to this assurance, this yearning for excellence, if you please, lies within our understanding of the role performance of the library media professional. What will be demanded of us or what will be required of us if we wish to achieve excellence in library media programmes?

As I speak to you today, I shall address my remarks to the role performance of the library media professional in the next ten to fifteen years. I believe that the type of role we perform will be the detriment of our success or failure. Through confidence in our ability to make change, we have the means to create our future and to assure the development of quality library programmes.

I shall encourage you both to accept and demand excellence and at the same time, remind us all that the task is not a simple one. The policy of pressure toward excellence has costs and risks.

The task is not a simple one because we are being asked to develop a plan in unfamiliar waters. Major political, social, moral, technological and educational trends are developing. For example, such trends as decentralization, deregulation, a shifting population and a global economy will influence the way we think, act, and react to what is required of us. Our involvement and active participation in planning our own future within and among these trends and forces becomes essential if we are going to play a role in determining our own destiny and making that destiny a success at best.

The immediate task for library media personnel is to develop our performance role in an information society. Never again will we be an industrial society. Jobs in manufacturing and agriculture are on the decrease. It has been estimated that 20 percent or less of the workforce will be in manufacturing by 1990; whereas, professions relating to schooling and education will be on the increase. The central person in this post industrial society will be a literate, educated person. Re education for the individual will be pedestrian. Science and technology cannot stand alone in the curriculum. The years ahead in education will require strength in the language, the science of society, and the humanities.

The information society will ask us to develop our role as it relates to funding in a global economy.

The information society will ask us to implement the forces of technology quickly.

And the information society is asking the library media professional to participate in a reform of the curriculum, strategies of teaching and the evaluation of new modes of instruction.

Teaching and learning in the twenty-first century will take on new dimensions as we grasp for an understanding of this information age. Our role as library media specialists and the policies which we advocate will have to change both in their delivery systems and in their environmental settings.

I stated that an information society will ask us to rely upon a global economy. Traditional sources of income will continue to disappear. There will be less disposable income. No longer can we rely upon large funding programmes from national governments. Library budgets will have to be supplemented by grants, special projects, foundations and business partnerships with institutions in the community.

Institutions of education (public and non-public) will need to become more competitive in the market for financial resources. School districts will need to develop policies calling for diversity in revenue development in order to maintain satisfactory funding levels.

Individuals involved in fiscal surveys and research are predicting that this decade and the next will continue to wrestle with problems and uncertainties in the economy. The Education Product Information Exchange (EPIE) reports that between 1974 and the 1982-83 school year, the expenditure for library books went up by a mere 36 cents per student. When one considers the rate of inflation for the same time period, that minimal rise falls into a reduction in purchases.

A reliance upon a global economy will not only change our expectations of funding sources but it will alter the strong reliance we have placed upon the traditional approach to instructional services in the schools. Lack of funding for traditional resources will make the pattern unworkable. The global economy will move toward a knowledge-based economy and traditional instructional services will require alternative models of instruction.

School library media personnel will need to become familiar with all sources of fiscal support. You may need to understand tax and legal considerations as they pertain to the library economy. And the educational system in which you find yourselves will be one that has been nurtured by closer ties with corporations and the private sector.

Within the next two decades, school library media specialists are going to have to document fiscal requests clearly and forcefully. Budgetary documents will need to be closely related to well-defined needs — needs which correspond to reputable reports and studies.

I stated that decentralization is being encouraged at all levels of government. In the United States, lines of authority and responsibility have shifted from the federal, that is the national level of government, to the state. And some responsibilities for education formerly assigned to the state have been transferred to the local level, the town and city school districts. Decisions effecting policy will continue to shift to the lowest possible level of decision-making.

The effect of decentralization upon the educational system in the United States can have certain distinct advantages. Unfortunately, the transition has been brief and the time required to define the new roles for states and local school districts has been abbreviated or non-existent.

About a year and a half ago, TIME Magazine gave the cover headline to education. It read: (Spring '83) "Shaping Up: America's Schools Are Getting Better". Articles pointed out that the tide of mediocrity had begun to ebb and that the local communities had started to "rally" behind the schools. The role of the teacher was equated with curriculum progress. If decentralization can afford more recognition and bring credence to the role of the teacher, then it will, in the long run, be advantageous for education.

I stated that an information society will ask educators to implement the forces of technology quickly. Because we can no longer rely on the manufacturing industries to solve all the problems of our economy, a new stability is being cultivated. It is an economy which will rely on the sophisticated use of knowledge.

I am not referring to a totally automated society, but I am suggesting the traditional approach to instructional services in the schools is no longer workable due to a lack of fiscal and personnel resources.

It has been estimated that eighty percent of all job-related activities in the United States will be affected by information technology. It is projected that we shall have to reeducate the workforce every five years. This is due to a knowledge-based economy and it will require that educators develop a curriculum which will mesh the technological skills with the liberal arts studies programme. And it will further require that this be done within the next two decades.

It is here that the school library media specialist can be the catalyst by forming a partnership between the human resources and technology. It is the school library media centre where the new technologies are used and evaluated. Certainly, in the school library media centre where knowledge is accessed, school library media specialists can be on the cutting edge of finding and providing alternative models of instructional services. But this means more than simple accessing skills. Our role should be to increase the use of higher cognitive skills, the skills which technology cannot offer or provide.

Leanna Landsmann, editor and publisher of Instructor Magazine, has held market seminars to review patterns of school purchasing in the area of computer hardware and software. She firmly believes that computers did not come into the school through the principal's office. She has reason to believe that:



1. Computers were brought into schools by teachers.
2. That teachers taught other teachers and their administrators about the potential of personal computers.
3. That teachers started programmes on their own as part of an effort to improve the educational process, and find appropriate applications for computers.

Currently, about fifty percent of all teachers in elementary schools with computers use them. Only about twenty percent of secondary school teachers do. It appears that elementary schools are the fastest growing market for computer hardware and software and that we shall be facing a revolution with this mode of technology in our high schools within the next decade.

Our new role in this area is to be creative and flexible. It will be necessary for us to reconceptualize the training and education of the current student. And so we have come to the forefront where the information society is asking the library media specialist both overtly and covertly to participate in a reform of the curriculum which requires new strategies of teaching and the evaluation of new modes of instruction.

The information society asks the library media professional to participate in a reform of the curriculum, strategies of teaching and the evaluation of new modes of instruction. This is not the reform which some advocate through crash programmes and the challenge for renewal. Nor are we talking about a curriculum based upon a sequence of textbooks and accompanying instructional media. School library media specialists must support a curriculum where a balance exists between experience and the concepts, values and skills derived from our culture.

Recently, there have been at least six studies and reports directed at the need for reform in the American high school, *A NATION AT RISK* probably being the most quoted. Most of them seem to be asking for a return to the core curriculum. A barrage of recommendations are also included asking for longer school days, stiffer graduation requirements, improved teaching of the basics and higher pay for teachers – and all of them cite a strong rationale for reform of educational standards and policies.

Houghton Mifflin is the publisher of a 1984 publication authored by the former headmaster of Phillips Academy in Andover, Massachusetts.

TheodoreSizer, in *Horace's Compromise: The Dilemma of the American High School* critiques uniform course structure and believes that it should be abandoned in favour of a system of Socratic questioning and coaching. He believes that the more the high schools personalize their instruction with students, the more effective they will be. Sizer would reorganize the high school curriculum into four major areas: inquiry and expression, mathematics and science, literature and the arts, and last philosophy and history.

Gordon Ambush, Commissioner of Education in New York State, and also serving as Commissioner to the National Commission on Libraries and Information Science believes that the Sizer report is too harsh on school systems, but he applauds Sizer's emphasis on the role of the teacher. And it is to this point, the teaching role of the school library media specialist, that I ask state, national and international associations to provide a role model, a model role definition if you please for the school library media specialist.

For example, define our role in the process of inquiry and expression. How does the media professional meet the challenge of what is called the personalization of learning? What about effective teaching modes?

*The Nation At Risk*, *The Carnegie Report*, Sizer's critique of the American High School and publications of similar nature will influence future policy in education. School library media specialists need to become assertive by declaring and identifying the specific position and/or framework for the role performance of the media professional as it relates to all these recommendations for educational and curriculum reform.

Recent literature in school librarianship has taken a strong position in classifying the school library media specialist as a manager. Other documents describe our roles as administrative and supervisory in nature. And I believe we share in all of these roles at one time or another during the day or week. Yet, enmeshed in our educational training and through our desire to bring excellence to a profession at risk remains the clearly visible role of the teacher. In an information society, it is the teaching role that brings reality and meaning to the print and non-print resources. It is the human resource that knows when and how these materials are organized and utilized effectively. It is through the teaching role that we shall be able to document that the interaction of the school library media specialist does improve learning in the school environment. Clearly, we must never abort or sacrifice that important role of teaching and instructing

for our own self-advancement.

I attended a high school which reminds me in many ways of the reform which is being advocated today. The days were long and a strong liberal arts curriculum was the preferred selection for most students. But all of the "reform" criteria which were present at that high school could have been duplicated elsewhere. What made a difference in my mind was the faculty. Within that atmosphere, I had several teachers who didn't let go of the wonder of being a teacher. They personalized instruction.

It is no wonder that some years later this concern for the teaching role became evident in the remarks of Dr. Paul Brandwein, Research Editor, Harcourt Brace Jovanovich. He had been a teacher at this high school in the borough of Queens, New York. Speaking at the 1983 Los Angeles Conference of the American Library Association, he referred to school library media specialists as teachers and conservers of knowledge. He continued to describe our role and I quote, "We are a gathered people. Our cry is not evil. We teach. Sometimes we are encircled and embattled and grievously misunderstood. Still we teach, for we know this; teaching is a mercy".

Teaching is that dimension which takes all of the ingredients of a quality school library media programme and translates them into the place where learning for the twenty-first century occurs.

The American Association of School Librarians participated in a national response to A NATION AT RISK under the auspices of the United States Department of Education's Centre for Libraries and Education Improvement. Leaders from all types of library and information science institutions and associations were invited to join an Advisory Board to consider the questions raised by A NATION AT RISK and formulate their own set of recommendations for the library and information science community. They came to the conclusion that the information society needs to create a learning society, a learning society formed from an alliance of teachers, educational administrators, parents, citizens and the nation's librarians. The recommendation challenged educators, families and students to undertake stringent measures for change to realize the excellence required by a true learning society.

T. H. Bell, former U.S. Secretary of Education, placed a heavy responsibility on the role of the librarian in his introductory remarks included in the final document of the Advisory Board. In Alliance for Excellence published in 1984 he states and I quote, "... a librarian not only holds the keys to the knowledge that is the prelude to tomorrow but also is equipped to show every citizen how to access the future and live with confidence in the Learning Society".

Planning for our future is essential if we are to have even adequate control over our own destiny. We are obliged to study the major national and global issues before us. We must move with boldness and perform with a vision. Our stance must be positive and aggressive as we seek out new futures. Clearly, creativity and a willingness to take risks in the paths we choose are the two most important personal traits required of us in the remaining two decades of this century.

In the words of an old Irish proverb,

"Do not go where the path may lead,  
go instead where there is no path  
and LEAVE A TRAIL."





## PART II

### WORKSHOP SESSIONS

#### Editor's Note

This year, for the first time, workshop sessions were included in the ISAL Conference programme, the main objective being to give Caribbean libraries an opportunity not only to listen to presentations on new ideas, developments and trends in school librarianship, but also to discuss these and see how they could be assimilated into the development of policies and plans for their own countries.

This resulted in very lively sessions which provided immediate professional stimulation and satisfaction. It also provided the material for publication of a set of guidelines for policies for school library development in the Caribbean region. It is hoped that these, when published, will be useful in any country which is in the process of designing, developing or revising its school library services.

### INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP 14TH ANNUAL CONFERENCE

“LIBRARIES AND INFORMATION: Towards a policy for schools”  
Kingston, Jamaica

July 28 – August 2, 1985

#### WORKSHOP SESSIONS

“Policy issues and problems in school librarianship”.

#### WORKSHOP SESSIONS

Workshop sessions have been included in the programme at the conference for the first time this year; this idea arose out of our concern about the lack of firm policies in several areas of school librarianship in the Caribbean and out of our search for means of influencing policy design and implementation.

UNESCO provided funds to bring to the conference 13 librarians from the following Caribbean countries: Antigua, Belize, British Virgin Islands, Dominica, Grenada, Guyana, Haiti, Montserrat, St. Kitts/Nevis, St. Lucia, St. Vincent, Suriname, Turks & Caicos Islands.

Objectives of the workshop sessions:

- (i) Encourage small-group meetings between Caribbean librarians and their international counterparts to discuss common policy and problems.
- (ii) Stimulate pooling of ideas by these librarians on policies needed and how to influence their formulation and implementation.

Expected results of the workshop sessions:

- (i) Meaningful exchange of ideas on policy issues and problems.
- (ii) Written suggestions on policies needed and how to implement them to encourage continuous development of school libraries.

See guidelines on page 8 for:

Session Leaders

Group Leaders

Rapporteurs



OPENING & INTRODUCTION Sunday, July 28, 4.45 – 6.00 p.m.

\*Pre-Conference Briefing session for UNESCO funded delegates, workshop session leaders and group leaders.

4.45 – 5.00 p.m. – Welcome and Opening Remarks:  
Mrs. A. Robertson, Conference Chairperson

5.00 – 5.15 p.m. – Objectives of workshop sessions:  
Ms. S. Ferguson

5.15 – 5.30 p.m. – Organization and documentation of sessions:  
Ms. K.M. Mungo

5.30 – 6.00 p.m. – Discussion/question time: “What are the major policy issues and problems in school librarianship in the Caribbean?”

\*For this session we expect to have, ready for distribution, papers on the state of school libraries in the Caribbean, supplied by delegates from the various countries.

SESSION I Tuesday, July 30, 10.45 – 12.30 p.m.

Workshop Session I: Human Resources Development.

Session Leader: Prof. S.K. Hannesdottir – A

Group Leader: Mr. Michael Cooke – U.K.  
Mrs. Janet Lynch-Forde – St. Lucia  
Rev. Dr. Adlyn White – Jamaica  
Ms. Dianne Oberg – Canada

Rapporteurs: .....  
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N.B. For this and all workshop sessions, a rapporteur for each group will be chosen by the group leader, to whom the rapporteur will give a written report.

SESSION II Wednesday, July 31, 10.45 – 12.30 p.m.

WORKSHOP SESSION II:

10.45 – 11.35 a.m. (a) “School Library legislation”.

Session Leader: Mrs. Bernice Lamkin – U.S.A.

Group Leader: .....  
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Rapporteurs: .....  
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11.40 – 12.30 p.m. (b) “Financing School Libraries”

Session Leader: Ms. Shirley Coulter – Canada

Group Leaders: .....  
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Rapporteurs: .....  
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SESSION III Thursday, August 2, 1045 – 11.45 a.m.

### WORKSHOP SESSION III

“Learning resources: collection and production”.

Session Leader: Ms. Joyce Wallen

Group Leaders: .....  
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Rapporteurs: .....  
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CLOSING SESSION: Friday August 2, 2.00 – 3.30 p.m.

- \*Final meeting
- Caribbean librarians
  - Workshop session and group leaders
  - Workshop rapporteurs

Objective: Present and discuss material for first draft of:

### “GUIDELINES FOR CARIBBEAN SCHOOL LIBRARIES POLICIES, DESIGN AND IMPLEMENTATION”

\*This session will be open to observers, who may submit written suggestions for inclusion in guidelines, either immediately or within time limit to be set by “Guidelines” editorial committee.

### AFTER THE CONFERENCE

The draft document will be circulated to a Selection of educators and school librarians in the Caribbean and other countries for their comments before the final document is prepared for publication.



## GUIDELINES FOR SESSION LEADERS, GROUP LEADERS AND RAPPORTEURS

### SESSION LEADERS

- (a) Introduce the session and set the scene for discussion of the topic.
- (b) Design activities to stimulate participation and discussion.
- (c) Use group leaders to develop ideas in small groups.
- (d) Receive final reports of groups.
- (e) Compile, from combined reports of small groups, a set of written suggestions/recommendations for policies on the particular topic.

### GROUP LEADERS

- (a) Guide and moderate discussions in small groups.
- (b) Act as or appoint rapporteur to record group ideas.
- (c) Present final oral and written report of group.

The aim of group leaders and session leaders should be to compile, with input from their groups, written suggestions to be included in draft policy guidelines.

### RAPPORTEURS

- (a) Take notes of ideas, comments, resolutions etc.
- (b) Present oral report for the group at the end of session.
- (c) Get report typed by Secretariat and present to session leader as soon as possible.

## REPORT ON WORKSHOP SESSIONS

### PRE-CONFERENCE BRIEFING SESSION

This was attended by all Caribbean delegates, Workshop Session Leaders, Group Leaders already named, and other interested persons including international, Caribbean and Jamaican participants.

All were welcomed by the Conference Committee Chairperson, Mrs. Amy Robertson, who talked about the aims of IASL and its work towards the development of school libraries worldwide, and explained the innovative inclusion of workshop sessions in this 14th IASL Conference. She also expressed thanks to UNESCO for providing funds to facilitate the attendance of delegates from thirteen of the less developed Caribbean States.

The next speaker was Miss Stephney Ferguson, Director of the National Library of Jamaica and a Member of the Planning Committee. She described the development of the Library System and networks in Jamaica, including the Schools Library Service and its place in the national information system.

She also pointed out the problems that existed and emphasized the need for improvements, especially in collections, finances, and human resources, noting that such improvements could be helped by formally stated policies.

Miss Ferguson then drew attention to the objectives of the Workshop Sessions and expressed the hope that they would provide a forum for discussion and exchange of ideas, and that out of them would come suggestions of policy guidelines to help planners and administrators for library services not only in the Caribbean, but in any country where Schools Library Services were just developing.

After this, Miss Katie Mungo, Workshop Co-ordinator, explained the format of the sessions and drew attention to the responsibilities of session leaders, group leaders and rapporteurs. She asked for more volunteers to lead group discussions and asked that these group leaders would in turn appoint rapporteurs for each group, emphasizing that it was these rapporteurs' reports which would provide the material for the proposed publication, "Guidelines for Caribbean School Library Policies, Design and Implementation".

Miss Mungo also announced that Caribbean librarians had been asked to present short papers on the state of school libraries in their various countries. Ten such papers had been received and these would be distributed to give ideas of areas in which policies needed to be developed, implemented or revised.

The session ended after a brief question period.

## WORKSHOP SESSION I – HUMAN RESOURCES DEVELOPMENT AND DEPLOYMENT

This session was led by Professor Sigrum Hannesdottir of the University of Iceland School of Library and Information Science. She began her presentation by defining policy as "Definite course or method of action from among alternatives and in the light of given conditions to guide and determine present and future decisions", and then noted that the development of policy statements should start with preliminary work. For example, before setting policies with regard to personnel for school libraries, the following questions (among others) need to be answered:

- What personnel do we already have?
- What are our training facilities?
- What (teaching) personnel do we have in order to develop an educational programme?

The major areas where policy was needed were with regard to type and numbers of personnel, levels of education and training, and institutions where such education/training could be offered.

Professor Hannesdottir also shared with participants a list of the major competencies needed by school/teacher librarians, showing how these competencies were divided into Librarianship, Management, and Education groups with a Research component overlaying them all.

Professor Hannesdottir's introductory presentation was followed by four short papers:

- (1) Mr. Michael Cooke of the College of Librarianship, Wales, U.K. pointed to important changes needed in the education and training of school librarians, and cited the 1984 (British) Library and Information Services Council's report entitled "School Libraries: the Foundations of the Curriculum", which recommended the inclusion of such themes as curriculum studies, learning theory and practice, and computer literacy, and suggested the need for a national initiative in the fields of staff training. The report also recommended consideration of strategies to facilitate progress toward dual qualification – in librarianship and in teaching – for school librarians in Britain. In conclusion, Mr. Cooke expressed the hope that all aspects of new information technology would be used to enable school libraries to become media centres operated by school media specialists who were information managers.
- (2) Mrs. Janet Lynch-Forde, Librarian at Morne Educational Complex in St. Lucia, began by giving a background description of the social, economic and educational systems in St. Lucia as the framework within which school libraries in that country were developing.

Citing surveys done in 1969, 1972, 1977 and 1984, she described the generally unsatisfactory state of school libraries, with special regard to collections and personnel, and described local efforts at training school teacher/librarians.

These efforts included various courses at the Teachers' College as part of the Teacher Education programme, and also workshops and short courses sponsored by various organizations such as the OCOD of Canada and the Organization of American States (the OAS).

She ended by noting the need for the following:

- (a) minimum standards for school libraries;
  - (b) a survey of schools to determine their position vis a vis these minimum standards and to provide bases for future planning;
  - (c) commitment by the Government through the Ministry of Education to make adequate annual provision for collections of learning materials for school libraries; and
  - (d) the appointment of a Supervisor of School Libraries to co-ordinate development and training programmes.
- (3) Miss Diane Oberg, School Media Specialist of Alberta, Canada, presented a paper which gave:
    - (a) An overview of the Canadian situation and a look at the problems faced; and
    - (b) suggestions for future development.

In her overview, Miss Oberg noted that levels of development of school libraries, and education of school library personnel in Canada, varied widely because of the federal-provincial Governmental structure. Responsibility for school libraries might be at the provincial or, more usually, Local School District level, and education of school librarians might range from courses provided at teachers' colleges through to post-graduate Masters Degrees at Faculties of Education or of Library and Information Science at various Canadian Universities. Continuing education was



usually provided by short courses sponsored by either Ministries or Departments of Education, or by professional organizations whose role had become much more important over the last few years. There is now beginning to be a national consensus among the school library community with regard to the necessity for school library programmes which are resource based, research oriented, and staffed by qualified professional teacher/librarians, but this consensus has not yet been either recognized or acted upon by the decision makers at the Provincial or Federal level.

Miss Oberg saw Canada's problems with regard to school libraries as lack of standardization of leadership at the highest levels, that is, the Provincial and Federal levels, and an insufficiency of professional courses, especially at the post-graduate level at Faculties of Education and Library and Information Science in Canadian Universities. However, these problems were being attended to, and she noted especially the work of the Canadian Schools Library Association which was working to clarify the role of the teacher/librarian and to give guidance with regard to competencies needed by school library personnel, for example, in areas such as administration, selection and acquisitions, programme planning etc. The CSLA also published, in 1981, a model curriculum for education in school librarianship which would help to ensure quality courses with some degree of similarity across Canada.

Miss Oberg ended on an optimistic note in view of the continuing work being done by the Canadian Schools Library Association, for example, the publication of the Policy Guidelines, and noted that there is beginning to be a wider availability of Diploma and Masters level programmes for school libraries at Canadian Universities. She also noted that, at both District and Provincial levels, efforts were being made to improve such programmes despite shrinking budgets, and that there was growing leadership advocacy and support from professional organizations at both the Local Provincial and the National levels.

- (4) The final short paper was presented by the Rev. Adlyn White, Librarian and Teacher-Educator of Church Teachers' College in Jamaica.

She diagnosed the major Jamaican problem as lack of written official policy re school libraries, and pointed out that although the Ministry of Education has accepted "in principle" the School Library Standards published by the Jamaica Library Association in 1971, these standards had not been implemented, reportedly because of lack of funds.

An additional problem was that, as a result of different administrative structures for Primary and All-Age Schools, Government Secondary Schools, Grant-Aided High Schools and Private Independent Schools, there were widely varying patterns of provision for school libraries in these institutions.

This variety was also apparent at the tertiary level, for example, at the Teachers' College and at the College of Agriculture.

Dr. White noted that the Jamaican school teacher/librarian needed the same competencies as described by session leader Professor Hannesdottir and that the various institutions offering librarianship training in Jamaica, namely, The Department of Library Studies at the University

of the West Indies, The Teachers' Colleges, and the EXED Community College, provided training in this with varying levels of acceptability. Other areas of concern were the high drop-out and turnover rate of school teacher/librarians because of low job satisfaction and frustration caused by heavy workloads, low job status, anomalies in job classification etc.

Dr. White's final recommendations for improvement of Schools Library Services in Jamaica included suggestions for the following actions to be taken:

- (a) that the Ministry of Education apply the relevant section of the Educational Code and establish posts of teacher/librarians and make appointments;
- (b) that the Ministry appoint at least one Education Officer with specific responsibility for development of School Libraries and for the training and deployment of school librarians;
- (c) that the teacher/librarian be recognized as a member of the academic staff and be placed on the teaching scale with attendant benefits and pension rights, and be afforded the status of a professional educator in recognition of his or her important educational role.

After the presentation of the four short papers, this workshop session was closed by Professor Hannesdottir and the participants attending broke into four groups to discuss:

- (a) types and numbers of school library personnel needed;
- (b) competencies needed by such personnel;
- (c) the levels and types of education and training needed;
- (d) what institutions might offer such education and training.

#### WORKSHOP SESSION 2a. – SCHOOL LIBRARY LEGISLATION

The leader of this session was Mrs. Bernice Lamkin, Director of School Media Services from the School District of Grand Rapids, Michigan, USA.

Mrs. Lamkin explained that the objective of her presentation was to give participants some hints on the process of getting successful legislation, which should be approached (like any other problem to be solved) via the following steps:

1. Identification of the problem i.e. lack of library legislation;
2. Analysis of the problem – pros and cons for legislation – people who can help;
3. Setting goals – make plans, indicate time, expenditure etc. expected for implementation;
4. Develop action plan i.e. details of work to be done, by whom, when, with what resources;
5. Evaluate (a) Restructure priorities, (b) Re-plan.

She further pointed out that only librarians themselves can convince the world that proper legislation is necessary to ensure the development of school library services and programmes.

To illustrate points made, she tabled papers presenting competency models for the certification of a Director of Media Services at the administration level and also for the media specialist at the school level. Both these papers were publications of the Michigan Association of Media in Education. She also circulated copies of a Bill of School Library Legislation passed by the Michigan State Legislature.

After her presentation groups of participants discussed the elements to be included in effective school library legislation, such as the identification of the authority to be responsible for providing school services, the means and methods of financing such services, staffing, provision of resources, etc.

The group also discussed an action plan including performance indicators, implementation steps, and evaluation of school library media services and programmes.

#### WORKSHOP SESSION 2b. – FINANCING SCHOOL LIBRARIES

The leaders of this session was Miss Shirley Coulter, School Libraries Co-ordinator from Halifax, Nova Scotia, Canada.

In introducing the session, Miss Coulter discussed the four major areas where financing is usually obtained:

- (1) Government, whether Federal, State, Provincial, District, or Municipal.
- (2) Special grants or gifts, for example, from Government bodies or service clubs and either inside the school jurisdiction or outside of it, for example, international bodies such as UNESCO.
- (3) Fund-raising within the school or community.
- (4) Commercial or corporate assistance, for example, from various firms or financial institutions.



Miss Coulter also pointed out that Government funding may be legislated and that funding from other sources may need to be specially handled.

After Miss Coulter's initial presentation, the participants formed groups to discuss these various forms of funding, to look at what was happening in the various countries represented by members of the groups, and to make recommendations for possible means of funding school libraries in these countries.

Some of the discussion centred around such topics as funding for various levels in the school system, that is, primary, secondary, tertiary etc., patterns of allocating funds, for example, on a per-pupil basis, and also on such areas as allocation of funding for financing the training of school librarians where lack of trained personnel is a problem.

There was consensus that financing should be legislated so that there would be a commitment by Governments to provide adequate funds on a regular basis in order to aid development.

### WORKSHOP SESSION 3. – LEARNING RESOURCES, COLLECTION AND PRODUCTION .

This session was led by Miss Joyce Wallen, Supervisor of School Libraries, Jamaica Library Service.

Miss Wallen began her session by pointing out that there were many questions to be answered with regard to policies for resource collection and production, for example, are there any policies extant? Should there be national policies or a Caribbean Policy? What would be the rationale for either a national or a regional policy?

She went on to point out that if one accepted the premise that a school library resource centre should have an extensive and comprehensive collection of learning resources in order to facilitate resource base-learning, then we needed to look at existing provisions and hammer out guidelines for a policy which would ensure that such collections would be provided and that the needs of information-based education would be served.

Out of this arose a further series of questions: What would comprise good collections? What learning resources were envisaged as absolutely essential, would such collections be basically the same for different countries, for example, in the developed countries and in the developing countries?

Miss Wallen noted that in setting policy to assure good, that is, relevant collections, consideration should be given to the following:

- (a) the authority for administration of the policy;
- (b) the funding and where it would come from, whether education authorities or private agencies;
- (c) human resources, with considerations also of training, employment and remuneration;
- (d) methodology for achieving good collections, whether by centralization of resources or by decentralization of individual units.

With regard to learning resources production, the questions here would be related to the state of production of learning resources with regard to:

- (a) geographical legislation;
- (b) levels of literacy;
- (c) availability of indigenous material;
- (d) late start in library provision, and other considerations.

She pointed out therefore, that any policy for development of learning resources collection and production should include the following:

- (a) a rationale for the policy according to the needs of the nation, the community, the school and the individual;
- (b) the authority for implementing and enforcing the policy; and
- (c) strategies for evaluating, reviewing and updating the policy in order for it to remain viable.

These four areas, – rationale, authority, implementation and evaluation, – were further discussed by groups of participants after Miss Wallen's initial presentation.

## CLOSING SESSION

The final meeting for workshop session leaders, group leaders, rapporteurs and participants was held on the last day of the conference. At this meeting, rapporteurs from the various discussion groups were invited to present reports of the group discussions, suggestions and recommendations on the various workshop topics, namely, learning resources, human resources development and deployment, school library legislation, financing school libraries, learning resources collection and production.

However, because of the wealth of debate and discussion sparked by the sessions, and also because delegates took advantage of opportunities offered to meet and exchange ideas with their colleagues from around the world, the rapporteurs presented reports which were – in the main – in the form of notes or jottings. Nevertheless, it was a lively session, many ideas were presented, and there was much discussion and comment. Following are summaries of some of the recommendations made by the various groups:

### (1) Human Resources Development . . .

- (a) All teachers need some training in library awareness and using library resources, and this would become mandatory in all teacher training institutions.
- (b) Teacher librarians need various competencies with regard to:
  - educational systems, theory and practice
  - librarianship, including selection, acquisition and organization of materials
  - special problems of finding resources that reflect the child's culture and environment
  - designing library programmes
  - strategies for encouraging effective use of learning resources in all media and at varying levels of difficulty
  - management of the school library/media resource centre.
- (c) Training for school/teacher librarians should be available at various levels – teachers' college, university graduate and post-graduate, technical (e.g. working with audio-visual materials); also continuing education should be regularly available at all levels.
- (d) A survey of training institutions should be carried out to provide basic data for future planning and policy-making.
- (e) Policies developed must reflect the very wide range of training needs – from continuing education at post-graduate level to very basic technical/clerical training.
- (f) Policies developed should identify who is responsible for providing training at these varied levels.

### (2) School Library Legislation

- (a) It is proposed that legislation should define school libraries as well as the objective of the school library.
- (b) Legislation should identify the authority responsible for providing school library services.
- (c) Legislation should provide for continued financial support, also for an increased annual budget which would correspond with the current average price of books and other library supplies.
- (d) Legislation should state qualifications and role of the person to assume responsibility for managing the school library; ideally that person should possess teaching qualifications, as well as qualifications in librarianship
- (e) Legislation should state the types and levels of resource materials to be acquired, including book and non-book material.

### 3. Financing School Libraries

- (a) Government should be the major source for assured, continuing funding for school libraries.
- (b) Allocations of funds are needed on per-pupil basis.
- (c) There is a need for finding finances for training librarians, which is a major problem.
- (d) Legislation is also very important as there must be a commitment by countries for providing books for use in school libraries.
- (e) Each Caribbean country or island has to investigate the possibilities of acquiring funds from non-governmental sources, both at home and outside their islands/countries.



#### 4. Learning Resources: Collection and Production

- (a) The authority for learning resources collection and production should be a government agency such as the Ministry of Education.
- (b) A senior official in that Ministry such as a Senior Education Officer should be appointed to see to the implementation of the policy in the school system. This person should not only be aware of the concept of the school library but should be someone known to be committed to school library development.
- (c) The Ministry of Education or other agency selected should make provision for funding resource collection and production. It should also take steps to ensure that funds thus allocated be used for the purpose specified.
- (d) A consultant on libraries to the Ministry of Education should be appointed to keep the service under constant review and in step with development trends.

#### CONCLUSION

From the preceding summary of recommendations made at the closing session it can be seen that by this final meeting much discussion had been stimulated and enough material produced to indicate the general feeling of the assembled librarians with regard to the need for policies in the areas discussed, and with regard to what elements should be included in those policies. It is these ideas and suggestions which will be presented in the proposed publication entitled "Guidelines for Policies for School Library Development in the Caribbean".

The first draft of these "Guidelines" will be circulated for comment to all session leaders and participants, and also to a selection of regional and international educators, administrators and librarians. Comments will then be incorporated in the final document which is expected to include a rationale for school library development policy as well as policy suggestions and specimen policy statements. When completed, this document will be circulated as widely as possible not only in the Caribbean but to all developing and developed countries which are planning or reviewing school library services.

# SCHOOL LIBRARIES IN BARBADOS

Joan Harvey Ellis

## 1. Introduction

### SECTION 1

I. 1 The educational system in Barbados is structured into tiers, but there is some overlapping.

- (i) Primary — at this level children aged of 5 – 11 are taught at primary and All-Age (5–16) schools.
- (ii) Secondary — at this level children between the ages of 11 and 17 are taught in secondary schools as well as in the senior departments of All Age schools (5 – 16).
- (iii) Tertiary — at this level young adults who have completed their secondary education receive further training in sixth forms and the Community College in preparation for university education, or in some fields of technical or vocational education.

### SECTION 2

## I. Definition

I. 1 For the purpose of this paper, the term 'school library', includes any conscious effort to provide collective print and non-print reading material for students attending an institution within the aforementioned levels of the educational system.

### Statistical Information

I. 2 Table 1 Appendix A indicates detailed information about the schools.

## II. Finance

II.1 During the formative years, all of the libraries given in Table 1 Appendix A received very significant monetary grants from government's funds as well as from international donor organizations.

### II.2 Ongoing Finance

Yearly provision is made in the national budget for library funds to secondary and tertiary level institutions. On the average, the yearly grant to each of the twenty-one (21) secondary schools approximates to Bds \$4,000.00 while for example, the 1984-85 budget allocated Bds \$12,000.00 and \$9,000.00 respectively to the Barbados Community College and the Samuel Jackman Prescod Polytechnic, two tertiary level institutions.

### II.3 Grants and Gifts

It is regular practice for private sources such as Parent-Teacher Associations, local groups such as the Rotary and international donors namely, The British Overseas Development Programme, to give annual library grants to school libraries. Within recent times, whenever it is possible, the Ministry of Education encourages such grants to be offered to primary and secondary school libraries since it is realised that of the three levels in the educational system, the libraries at these two levels tend to be under-stocked.

## III. Administration

### Primary Level

III.1 Daily administration of libraries and book corners at the primary and special education schools is done on a voluntary basis by regular teachers.

### III.2 School Libraries' Mobile Service

This is a special bookmobile service administered by the Barbados Public Library since 1949. It caters for seventy-three mainly rural primary schools.

The staff consists of 1 Librarian, 4 Library Assistants, Clerical Officers, 1 Clerk/Typist and 2 Driver-Operators, and they operate under rather cramped conditions in the annexe to the Headquarters of the Public Library in Bridgetown.

III.3 Book selection is done by the librarian-in-charge, in conjunction with the chief librarian and juvenile librarian. Funding for books is taken from the total library budget. No fixed portion is allocated. The books are catalogued and processed at the centralised technical services division.



The present bookstock at June '85 stood at 30,360. No magazines or audio visual materials are provided.

- III.4 The greatest demand is for books for the under-10 age group. This group represents more than 70% of the total number of readers which stood at 13,358 at the end of June '85.
- III.5 There are two mobile units and schools are visited every two weeks. The units are staffed by a driver/operator and two library assistants. No special activities are undertaken on the unit, only circulation of books. When the unit arrives at a school, children are released class by class to exchange their books. The class teacher or a teacher assigned to be teacher/librarian assists the children in selecting their books. On a daily basis between eight and ten schools are served with daily circulation statistics of 1500 books.
- III.6 At present this service is not available during the holidays and all books must be returned to the units by end of July. However, it is hoped that from next year services will be provided throughout the summer.

#### Secondary Level

- III.7 The libraries at the twenty-one (21) government secondary schools are administered by Library Assistants, some of whom have attended a local Library Assistants' course given by the Barbados Community College in conjunction with the National Library Service.

#### Tertiary Level

- III.8 At the tertiary level institutions, daily administration of the libraries is done by trained librarians and library assistants.

### SECTION 3

#### Problems

- 1. I The problems relating to school libraries might be identified as follows:—
  - (i) unavailability of funds;
  - (ii) need for trained personnel especially a librarian with special interest in school libraries;
  - (iii) shortage of non-print material.

## APPENDIX A

**\*\* 20/21 Secondary Schools Responded to this section**  
**\*\* No formal library, but have book/reading corners in each age range**



## SCHOOL LIBRARIES IN BELIZE

Lawrence Vernon

During the 1970's the National Library Service operated on behalf of the Education Department, a Schools Library Service in which 40 rural primary schools took part. Each school was issued with 50 books, and these were changed periodically. Use of the school library was restricted to students of the school.

This project could not survive for long, as the allocation from the Education Department remained at \$1,000 a year (to cover purchases, binding, etc.). By 1978 no new books were purchased – most of the money being spent to try to reorganize the service. In many instances it was found that there were books from the Schools Library Service and the Public Library in the same community, and very often in the same building. Available books were therefore distributed to public library points, mostly in schools where they would be most useful until some definite forward planning could be worked out with the Education Department.

In the meantime a mobile library, which began operating in 1979, serves 23 communities (mostly schools) along two of our main roads. Other schools in the rural areas are presently inadequately stocked with any type of reading material, except text books. The National Library Service's budget cannot be stretched to include schools, and it is only the children who live in a village serviced by a point of the public library that get some sort of reading benefits.

### Statistics

Most of the secondary schools in Belize (23?) maintain some sort of Library. Most of the 228 primary schools in the country do not have a library.

Administrative units total:	250 (approx)
Volumes:	30,000
Population served:	38,000
Professional staff:	Nil

### Projections

- a) The eventual creation of a post of teacher/librarian at Belize Teachers' College could allow for teaching of courses in librarianship. Such a scheme would allow for teachers, trained in library work as part of the curriculum, to occupy such posts in school and college libraries.
- b) National Library Service is playing only a nominal role of a national library. If this was fully legislated, then other libraries, including school libraries, could benefit from standardization and some measures of control and advice in book selection, cataloguing, etc.

# SCHOOL LIBRARIES IN THE BRITISH VIRGIN ISLANDS

Bernardine Spence

## EDUCATIONAL SYSTEM

The Department of Education & Culture, Ministry of Education (headed by the Chief Education Officer) is responsible for the management and administration of all Public Schools at all levels of education in the territory. Presently there are three levels of education – Pre-primary, Primary and Secondary.

### Pre-Primary and Primary

All Pre-primary and three of the Primary schools are private institutions. They are, however, administered in accordance with General Regulations (Education Ordinance 1977) for all schools in the territory and are given assistance from the Government in the form of grants and advisory services. At the end of 1983, there were 283 students enrolled in Pre-primary schools. Special education at the primary level is provided at Fort Charlotte School for the Handicapped. At the end of 1983, there were 9 students enrolled.

### Secondary

The Secondary education division in the British Virgin Islands is comprised of the following institutions:

- a) BVI High School in Tortola with an enrollment of 827 students at the end of 1983.
- b) Anegada Secondary Division – 21 students.
- c) Bregado Flax Educational Centre – Secondary Division (103 students).
- d) Literacy and Skills Programme.

In order to help those students who were identified as too old for Primary school and too weak in the basic skills to enter High School, it was decided to bring them together, thus the establishment of the Literacy and Skills programme. The programme is designed to help pupils acquire basic skills of the three R's; to help them to become employable when they leave school after being exposed to skills, other than those of the curriculum, through job attachments; to identify what pupils are capable of doing and to help those who are capable of performing at the desired level to be transferred to the High School. At the end of 1983, there was an enrolment of 63 students.

There are no educational facilities at the tertiary level. However, evening courses are offered under the auspices of the Department of Education. Public Library services, like the schools, fall under the Department of Education & Culture. (See Tables in Appendix A for detailed list of Govt. and private schools).

## DEVELOPMENT OF SCHOOLS LIBRARY SERVICE

Schools Library Services in the territory are offered through the Public Library Service and had a very modest beginning in 1968 in a rented van filled with boxes of books. Visits were made once a month to nine of the primary schools in the rural communities. Prior to 1984, none of the public primary schools had well-organized libraries. Instead each had a collection housed either in a hall-way or in a teacher's room. These collections were and still are made up primarily of second-hand texts and readers donated

had well-organized libraries, instead each had a collection housed either in a hall-way or in a Teacher's room. These collections were and still are made up primarily of second-hand texts and readers donated by organizations such as Overseas Book Centre (Canada) and Ranfurly Library Service etc. These collections are therefore heavily supplemented by books from the Public Library through the Bookmobile runs.

### Registered Borrowers/Schools Library Service

Of the 2,253 children enrolled at the Pre-primary and Primary levels, 1,570 are members of the Bookmobile School Library Service. This figure represents membership from 9 of the 11 primary and 2 of the 8 pre-primary schools. (See Appendix A). All of the other schools at this level either use the facilities of the main Public Library in Tortola or the branch Libraries on the out-lying islands because they are in close proximity to these facilities.

For most of its existence, the service to schools was hampered by two major factors:

- 1) the physical environment of the service was thought to be very unsatisfactory (books in boxes).



During a study/tour in Britain the Librarian initiated discussions leading to the provision of a Bookmobile vehicle to enhance the service. A much improved service to the schools and the adult population became a reality when the bookmobile arrived and was put into operation in September 1983. The vehicle was donated by the Overseas Development Agency of the British Council in London. Ever since its arrival, the Public Library has been given an annual grant from ODA to stock the Bookmobile vehicle. The book-stock now stands at 4,070. (From 1983 report of Public Library Service).

2) Secondly the service was operated by non-professional staff (library assistants and trainees) because there was only one professional Librarian on staff up until 1979. In 1980 an attempt was made to update and organize the collections at the schools. Head-teachers were requested to appoint one senior teacher to be directly responsible for the operation of the library at their respective schools with the understanding that staff from the Public Library would make periodic visits to give advice on book selection and provide continuous training. As a follow-up to this, a Schools Book Selection Committee came into being in 1982. This committee consists of one teacher from each of the Government primary schools, a member of the Education Department and the Librarian. The main functions are as follows:—

- a) to suggest appropriate books for the Bookmobile Library;
- b) to bring to surface areas of need for Library activity in schools and the area.

Teachers were instructed in the preparation of book lists using Publishers' catalogues etc. and have since made valuable contributions to the lists which are submitted each year to the Overseas Development Agency for grants for library development in the BVI.

The Bookmobile Schools Library Service is very demanding and we constantly have our share of problems. There is need for a qualified full-time person to administer a dynamic and effective schools library service to the territory.

#### Library Service at the Secondary Level

The BVI High School has a well-organized library which is operated by a qualified teacher with about 3-6 months intensive training in the rudiments of library science. The public library has no connection with this library except when advisory services are requested.

#### Conclusion

At present, there is no provision for an integrated development of all libraries and other information system which would provide for a network of Library Information Services. The Speech from the Throne in December 1983 called for the institution of an information network comprising all Libraries, Archives and Museum. This is being developed along the UNESCO guidelines and from the suggestions given by J.S. Parter, Director of the International Development Consultants in Bath, in his study of the Development of Library Services. One of the new posts within the upgraded staff structure of the proposed National Information System, is provision for a Territorial School Librarian.

1. British Virgin Islands: Report of the Department of Education & Culture for the year 1983. Road Town, Department of Education & Culture, 1984.
2. Public Library Annual Report for the 1983. Road Town, Public Library, 1984.
3. Minutes of the Meeting of the Schools Book Selection Committee held June 23, 1983.

## APPENDIX A

TABLE II  
ENROLMENT IN INDIVIDUAL GOVERNMENT AND PRIVATE PRIMARY  
SCHOOL BY SEX – DECEMBER 1983

	GOVERNMENT SCHOOLS	*	MALE	FEMALE	TOTAL
P	Alexandrina Maduro	*	78	71	149
P	Althea Scatliffe		219	205	424
P	Anegada		8	4	12
P	Belle Vue	*	40	32	72
P	Bregado Flax		114	100	214
P	Cane Garden Bay	*	26	18	44
P	Cappoons Bay	*	31	31	62
P	East End	*	107	113	220
P	Ebenezer Thomas	*	86	88	174
P	Fort Charlotte		6	3	9
P	Isabella Morris	*	30	24	54
P	Jost Van Dyke		11	10	21
P	Long Look	*	60	43	103
P	Meyers	*	26	16	42
P	Road Town Infant		106	16	171
P	Robinson O'Neil		36	36	72
	Total		984	859	1843
	PRIVATE SCHOOLS				
PP	Anthony's Preparatory		13	2	15
PP	Bethany Baptist		5	6	11
P	Road Town S.D.A.		23	18	41
PP	Pasea Park Kindergarten		21	20	41
P	Scott's Educational Institute	*	8	17	25
PP	Simmonds Preparatory	*	45	30	75
P	St. Georges		94	95	189
PP	Valley Day		6	7	13
	Total		215	195	410
			PRIMARY ENROLMENT		
		SCHOOLS	MALE	FEMALE	TOTAL
	GOVERNMENT SCHOOLS	16	984	859	1843
	PRIVATE SCHOOLS	8	215	195	410
	TOTAL	24	1199	1054	2253

\* Schools served by Bookmobile vehicle

PP Pre-primary

P Primary



TABLE III  
ENROLMENT IN FORT CHARLOTTE CHILDREN'S CENTRE UPGRADED  
SCHOOL BY SEX – DECEMBER 1983

AGE	MALE	FEMALE	TOTAL
5 plus	—	—	—
6 plus	—	—	—
7 plus	—	—	—
8 plus	—	—	—
9 plus	1	—	1
10 plus	1	2	3
11 plus	—	—	—
12 plus	1	—	1
13 plus	1	1	2
14 plus	2	—	2
TOTAL	6	3	9

TABLE V  
ENROLMENT IN INDIVIDUAL SECONDARY SCHOOLS BY SEX –  
DECEMBER 1983

SCHOOLS	MALE	FEMALE	TOTAL
ANEGADA	7	14	21
BREGADO FLAX	40	63	103
B.V.I. HIGH	371	456	827
LA.S.P.	37	26	63
TOTAL	455	559	1014

LITERACY AND SKILLS – UPGRADED SECONDARY EDUCATION  
ENROLMENT BY CHRONOLOGICAL AGE – DECEMBER 1983

AGE	MALE	FEMALE	TOTAL
14 plus	16	12	28
15 plus	16	12	28
16 plus	3	—	3
17 plus	2	1	—
18 plus	—	—	—
19 plus	—	—	—
20 plus	—	1	1
TOTAL	37	26	63

#### SCHOOL LIBRARIES IN DOMINICA

Patricia Hill

Except for some effort made by a few private schools, the development of school libraries in Dominica seems to be at a standstill. The few schools which have made an effort, have unfortunately no set policy for library development and depend to a great extent on gifts from overseas to stock their library. This situation needs to be rectified, especially in view of the increasing number of the student population and their growing need for information.

School in Dominica begins at the age of five (5) and is compulsory till the age of fifteen (15). Primary education caters for the age-group five to fifteen (5-15) years old. The subdivisions within that group are as follows:—

- a) Infants 5-7 years
- b) Juniors 7-12 years
- c) Seniors 12-15 years

At the age of twelve (12), the Common Entrance Exam is taken and those who succeed are selected for entry into secondary schools. The attached list gives the names of the primary and secondary schools in the Island.

Secondary schools cater for the age groups twelve to seventeen (12-17). After completion of \*G.C.E. 'O' Level or \*'CXC' Exams, students who are successful in obtaining the required number of subjects then graduate to the Sixth Form College, which is the post secondary school catering for ages seventeen to nineteen (17-19) years. Two (2) years are spent at SIFOCOL (Sixth Form College) and at the end



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The Convent High School, which is a private girls school, has a library which is supervised by a member of staff who is not a professional librarian. There is no budget for the library and the school depends entirely on gifts from overseas for its book stock. St. Mary's Academy, which is a private boys school, is in a similar situation. St. John's School in Portsmouth, which is the second main town, also has an organized primary school library which is supervised by a staff member who is not a librarian.

The remaining private and Government schools have no organized school libraries. Various rooms have been allocated but so far the boxes of books, which are mostly gifts, are simply left sitting in empty rooms; there is no clear cut policy re school libraries and the budget for books is non-existent. Overall, then one can say that apart from a few isolated libraries which are run by non-professionals, school libraries do not function in Dominica.

This is partly due to the lack of qualified professional Librarians in Dominica, of which there are only two (2). This, coupled with insufficient funds, makes it almost impossible to develop individual school libraries.

The student population depends on the Public Library as their main source for information and, given the present situation, it would seem logical that more funds should be channeled to that source to provide information for the growing needs of the school population.

\*General Certificate of Education

\*Caribbean Examinations Council

# LIST OF SCHOOLS/COLLEGES IN THE STATE OF DOMINICA

## A. PRIMARY

NO.	NAME OF SCHOOLS	NO.	NAME OF SCHOOLS
1	Atkinson	29	Morneprosper
2	Bagatelle	30	Newtown Infants
3	Belles	31	Paix Bouche
4	Bellevue Chopin	32	Penville
5	Bense	33	Petite Savanne
6	Boetica	34	Pichelin
7	Calibishie	35	* Portsmouth
8	Campbell	36	* Roseau Boys'
9	* Castle Bruce	37	* Roseau Girls'
10	Clifton	38	Roseau Infants
11	Cockrane	39	St. Joseph – Junior
12	Colihaut	40	* St. Joseph – Senior – ITMS
13	Concord	41	* Salisbury
14	Coulibistrie	42	Salybia
15	Delices	43	* Sansauveur
16	Dos A'Ane	44	Savanne Paille
17	Dublanc	45	* Scotts Head
18	Giraudel	46	Snake Coe
19	* Goodwill	47	* Soufriere
20	* Grand Bay	48	* Tete Morne
21	* Grand Fond	49	Thibaud
22	* La Plaine	50	Trafalgar
23	Laudat	51	* Vieille Case
24	* Mahaut	52	Warner
25	Marigot – Junior	53	* Wesley
26	* Marigot – Weirs	54	* Woodford Hill
27	* Massacre	55	Wotten Waven
28	Morne Jaune	56	St. John's
		57	* St. Luke's
		58	* St. Martin's
		59	St. Mary's Primary

## B. OTHER PRIMARY SCHOOLS (PRIVATE)

Bense S.D.A. (Seventh Day Adventist)  
 Berean Christian Academy (Roseau)  
 Grace Christian Academy  
 Roseau S.D.A.  
 St. Joseph S.D.A.  
 Wesley S.D.A.  
 Convent High School Prep.

## C. SECONDARY

- 1 Convent High School (Roseau)
- 2 Dominica Grammar School (Roseau)
- 3 Marigot Community High School
- 4 Portsmouth Secondary School
- 5 Roseau Community High School
- 6 St. Andrews High School (Londondery)



- 7 St. Mary's Academy (Roseau)
- 8 Wesley High School (Roseau)
- 9 Portsmouth S.D.A. Secondary School
- 10 D.G.S. (St. Joseph Campus)

\* Involved in the Junior Secondary Programme

#### NAME OF COLLEGES

Clifton Dupigny Community College  
Dominica Teachers' Training College  
Sixth Form College

## SCHOOL LIBRARIES IN GRENADA

Doreen Munroe & Christine Emmons

### (a) Brief description of Educational System

(1) The Educational system of Grenada consists of the following levels: (See block diagram)

1. Pre-primary or kindergarten which are usually not connected to the primary school;
  2. Primary schools, mainly all-age, with classes ranging from Std. 1 – 7.
  3. Secondary Schools with five forms, taking students up to CXC exams/G.C.E. 'O' levels.
  4. Institute for Further Education (I.F.E.) at which G.C.E. Advanced level exams are done.
- The qualification of teachers ranges from the local School-Leaving Examinations to University degrees.  
Subject taught are as follows:

Primary level: Language Arts, Social Studies, Mathematics, Health Science, Geography, History, Agriculture, General Science, Home Economics, Scripture, Woodwork.

Secondary level: English Language, Literature, Biology, Chemistry, Physics, History, Geography, Spanish, Home Economics, Scripture, Mathematics, Human Biology.

The system is more or less based on the old British system of Education.

Teaching Methods: The main method used is the traditional chalk and talk. A few aids made by teachers, generally with bristol board and markers, are from time to time incorporated into lessons. The research/discovery method is rarely used, and information tends to be taken from a very limited range of books.

### (b) Administration, Financing, Staffing, etc. of School Libraries

(i) Primary level: If the term "library" is defined to mean "a collection of material organized for easy retrieval", it is safe to say that there are no school libraries at this level. Most primary schools have a collection of books, mainly old and out-dated, stored on shelves or in cupboards. There may be a few useful books among them. A few schools have library rooms.

There is no librarian and generally no one assigned to library duties. There is no government financing of materials, but occasionally staff purchase books from funds raised. In some cases based on the interest of the Principal, donations are obtained from organizations like the Canadian Organization for Development through Education (CODE), formerly OBC.

ii) Secondary level: There is generally a collection of books, and several schools have library rooms. Most of these are, however, neither properly organized nor functional. As with the primary schools, the principal is in charge, with no one fully assigned to the library. The collections are generally better than those in the primary schools.

The Ministry of Education allows for either a library assistant or a secretary. In most cases the latter is chosen. The Ministry of Education gives secondary schools a grant, out of which can be purchased books, if the principal so desires. Donations of books are sometimes received from overseas organizations including British Council and CODE.

### (c) Institutions responsible for School Library Services:

The Ministry of Education and the Education Resource Network are responsible for developing libraries in schools. However, the latter has neither the funds nor personnel to do so.

The Education Resource Network, which has four centres – the Headquarters in St. George's and three parish centres – at present serves the needs of the teachers of all schools, and through them, the children. Students of secondary schools are allowed to use the Centres directly.

### (d) Special Schools:

There are only two special schools: The School for the Deaf, and the School for the Mentally Retarded. Library facilities in these are even worse than in ordinary schools.

### (e) Problems

- (i) At present, there is no system which services the schools directly, and as far as can be ascertained, no government policy for the development of such a system. However, there seems to be the intention to put a library in each school.
- (ii) Lack of trained personnel, transportation, and adequate and relevant material to run a system.



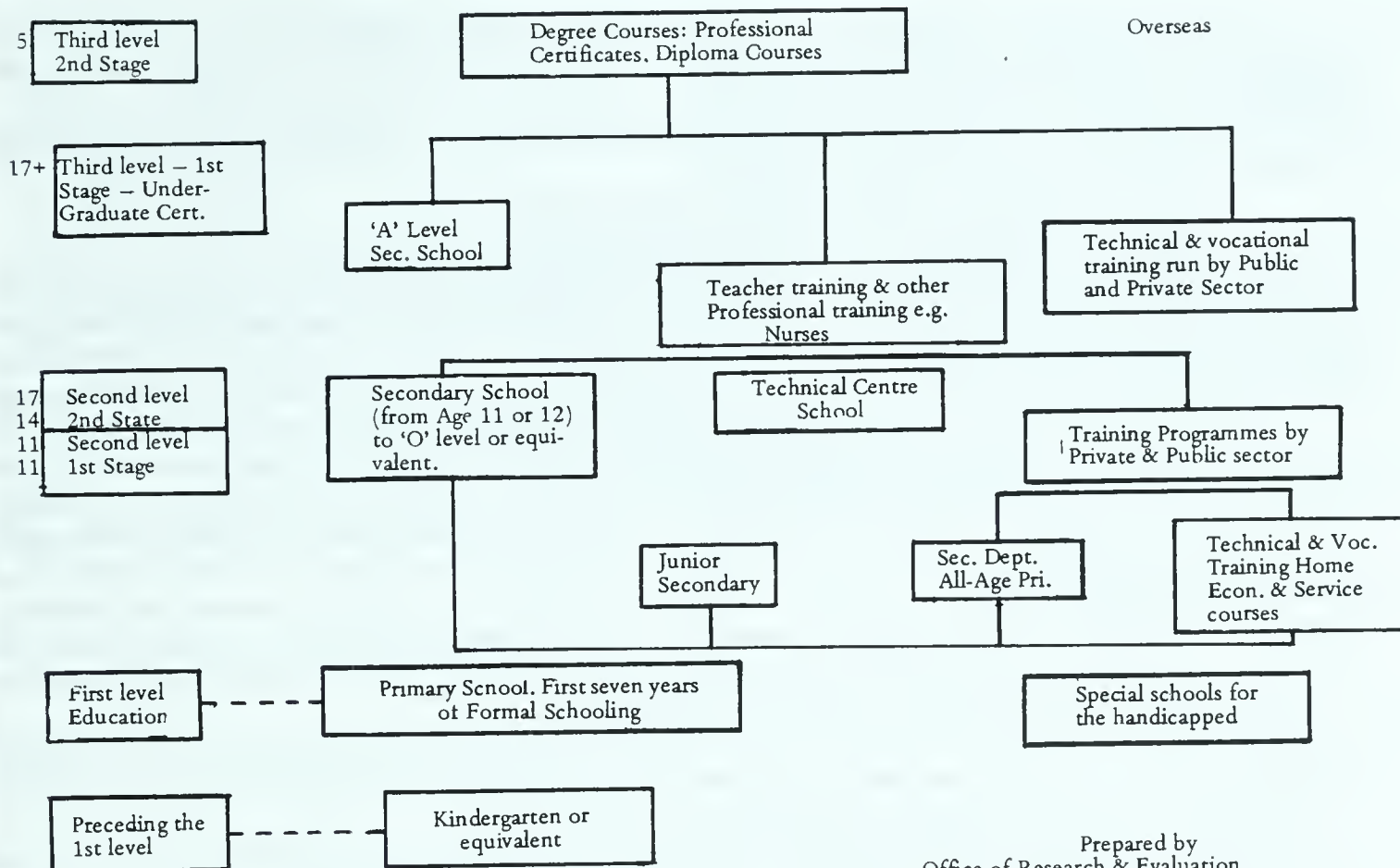
- (iii) Lack of understanding of what is involved in the establishment and running of a library.
- (iv) Lack of understanding of the role that the library should play in the school, including the partnership that should exist between the librarian and the teachers.
- (v) The funds given to the Education Resources Network are inadequate even for the purchase of material for the existing centres.
- (vi) Lack of library facilities and materials for the hearing-impaired, the visually-impaired and the handicapped.

<u>1981 – 1982</u>			
<u>SCHOOL</u>	<u>NO. OF PUPILS</u>	<u>BUDGET</u>	<u>BOOK STOCK</u>
<u>Primary</u>			
Infants	5148	—	—
Juniors	12183	—	—
Senior	3104	—	—
<u>Secondary</u>	6287	—	—
<u>SCHOOLS</u>	<u>NUMBER</u>		
Pre-Primary	66		
Primary	65		
Secondary	20		
Junior Secondary	1 – (Carriacou)		

Statistics taken from – Grenada School Directory and Educational Statistics 1982 – 1983.

Prepared by – Statistical Unit, Ministry of Education, St. George's, Grenada.  
None of these 7 is private.

# FLOW-CHART EDUCATIONAL SYSTEM, GRENADA 1983



Prepared by  
Office of Research & Evaluation,  
Ministry of Education, Grenada



## BIBLIOTHEQUES SCOLAIRES EN HAÏTI

Evelyne Grand-Pierre

A l'heure actuelle, les efforts du gouvernement dans le secteur "EDUCATION", tendent surtout à faciliter à un plus grand nombre d'enfants l'accès à l'enseignement préscolaire, primaire et secondaire, et d'améliorer la qualité du système éducatif haïtien.

Pour parvenir à la réalisation de ces objectifs, le département de l'Éducation Nationale, responsable principal de ce secteur, a adopté comme priorité:

- Créer de meilleures conditions de travail dans l'enseignement,
- Augmenter la capacité d'accueil aux niveaux primaire et secondaire.

Ainsi donc, dans la stratégie pour la réforme de l'enseignement en Haïti, le chapitre concernant les bibliothèques scolaires n'a pas été envisagé. Toutefois, dans l'élaboration des programmes officiels proposés pour l'enseignement, au tableau "HORAIRES ANNUELS/MATIERE", il est noté au niveau "Dessin-Bibliothèque": 1h.15 par semaine au niveau des classes élémentaire, rien au niveau enfantin et préparatoire.

Malheureusement, à la réception de la communication réclamant ce rapport, les vacances d'été venaient d'être proclamées et l'accès au responsable de la section "Bibliothèque" des établissements impossible. Cependant, à l'aide de questions à des élèves et à des professeurs amis, nous avons pu arriver à établir une évaluation partielle dans ce secteur. L'enquête a été menée sur un total de sept (7) Collèges de la capitale, (enseignement primaire et secondaire) dont une école d'état ou lycée, deux (2) Collèges privés laïcs et quatre (4) Collèges congréganistes. Ces sept établissements possèdent une bibliothèque où les livres sont à la disposition des élèves (niveau primaire et secondaire). Ces ouvrages sont acquis en majeure partie avec les fonds de l'Institution, le reste vient de donateurs bénévoles, souvent anciens élèves, et aussi, d'Institutions étrangères, par exemple les services culturels des Ambassades.

Ces livres couvrent les domaines les plus divers. Ces bibliothèques, dites scolaires, ne fournissent en fait qu'un service de détente aux élèves. Les livres sont l'objet de prêt à domicile et pour une durée limitée, des sanctions sont prises dans les cas de promesses non tenues.

À noter que des institutions recensées, deux seulement, du secteur privé, possèdent une section bibliothèque assez importante et bien structurée. Le prêt y est autorisé et l'accès aux ouvrages de référence exclusivement consultatif. Pour le secteur public, seulement une école secondaire possède une section bibliothèque où les ouvrages, d'éditions anciennes, sont classés d'une façon assez arbitraire.

L'évolution de "SECTEUR EDUCATION" montre que la poussée démographique, ajoutée à une demande de plus en plus forte d'éducation, provient de toutes les couches sociales et influencera lourdement le système scolaire national, surtout au niveau de l'enseignement primaire et secondaire. Dans le cadre de la réforme éducative, malgré les efforts pour augmenter les effectifs du primaire en milieu rural, le taux de scolarisation demeure inférieur à celui du milieu urbain qui accueille à lui seul 44.6% des effectifs. L'enseignement primaire est aujourd'hui assuré, en grande partie, par le secteur privé 61%, et l'enseignement secondaire 84.2%. Disons en passant, que l'enseignement secondaire est dispensé uniquement dans les villes et que 65% des effectifs sont concentrés dans les seuls établissements de la capitale.

Considérant la proportion d'étudiants auxquels est accordé un privilège d'accès aux bibliothèques scolaires par rapport à la population étudiante des écoles d'Haïti, nous ne croyons pas présomptueux d'avancer qu'information par les livres, très prise en compte par notre système d'éducation, n'est pas à la portée de notre jeunesse.

## SCHOOL LIBRARIES IN HAITI

### Summary of English Translation

At present the educational sector of the Government of Haiti has earmarked two priority areas with regard to development of the educational system; the first is to create better conditions of work in the teaching profession, and the second is to increase the availability of primary and secondary school places. Consequently, present plans for educational development and reform do not include plans for developing school library services.

A brief survey of seven educational institutions in the capital showed that they all have some sort of library for the use of students, with books acquired for the most part through funds from the institutions' budgets, from benefactors — e.g. past pupils — and also from foreign donors e.g. the cultural services of many embassies. However, these libraries give only a very basic service, usually only the loan of books for home reading. Furthermore, only two of these libraries, both in private schools, showed any degree of proper organization, with circulation and reference services offered; also, only one public secondary school, with a collection of very old books, used a classification scheme.

Overall therefore, the situation in Haiti is that many children still do not have access to primary or secondary education, and the majority of those who are in school do not have access to effective school libraries with adequate learning resources.

Translated by K.M. Mungo.



# STATE OF SCHOOL LIBRARIES IN JAMAICA

Joyce Wallen

## The Education System

### Background

Public education in Jamaica at its most basic, elementary level, goes back to the efforts of the Protestant missionaries and of a few enlightened individual plantation owners mainly through their wives, to give religious education and the rudiments of the 3 Rs to some fortunate slaves, without upsetting the daily tenor of their lives.

### The Present Structure

The Education structure encompasses:

The Ministry of Education

The Board of Management of individual schools.

### Tertiary Education

The University of the West Indies – Mona Campus

The College of Arts, Science and Technology

The Passley Gardens College of Agriculture

The Cultural Training Centre

The School of Art

The School of Music

The School of Dance

The School of Drama.

The Teacher Training Colleges (9) e.g. Mico College.

### Secondary Education

The High (Grammar) Schools e.g. Wolmer's Girls School

The New Secondary Schools e.g. Mona Secondary School

The Comprehensive High e.g. Tivoli Gardens

The Technical High Schools e.g. Dintill

The Vocational Schools e.g. Knockalva

The Independent High Schools e.g. The Priory.

### Primary Education

Infant Schools – Ages 4-6

Primary Schools – Ages 6-11+

All-Age Schools – Ages 6-15+

Independent Preparatory Schools – Ages 3-11+

## FUNDING

Libraries exist in all types of educational institutions. At present school Libraries per se, are (1) those which are financed by the Ministry of Education through the Schools Library Service of the Jamaica Library Service; (2) those which are funded by the institutions with a grant-in-aid from government on a per capita basis of school population and (3) Independent Schools whose funds are generated by the fund-raising activities of the School itself e.g. by the Parent-Teachers Association and Old Students Groups, and by donations from local and overseas sources.

## STAFFING

A wide disparity in provision exists. Few Schools have professional librarians and these are mainly in the Grammar Schools. Many of them double as teachers in special subject areas and have the assistance of a clerk/typist or student monitors. There are few qualified librarians at time of writing in the 92 New Secondary Schools and only one in the 820 Primary Schools. All other school Libraries are supervised by teachers who are given the responsibility for the library on a full-time but most often on a part-time basis. They are often assisted by student monitors or occasionally by another member of staff.

## ADMINISTRATION

Library Service to Government Infant, Primary, All-Age and New Secondary Schools is provided by the Government of Jamaica through the Schools Library Service which was established in 1952 for this purpose. Centralized selection, purchase, processing and allocation of books and periodicals are done by the staff of 3 professionals and 41 para-professionals and support staff. The material is delivered to primary and other schools which are divided into five geographical regions served by bookmobiles, and to the new secondary and comprehensive schools by a van which undertakes the all-island delivery to those 92 schools.

Bookstock, periodicals and stationery as well as training and advice are provided by the School Library Service. Arrangements for staffing, and for operating and exploiting the stock are the responsibility of the school administration, and progress depends largely on the commitment of the Principal and staff to the library ideal. Strict adherence to the present pupil/teacher ratio has made it difficult for the administrators of most schools to allocate a staff member to full-time library duties.

In the High Schools, both grammar and technical high, the Board of Governors and/or the staff make provision for the administration of the Library as for the school's other functions and there have been instances of administration by Library Committees. In the main, selection, ordering and other operations are carried out by the Librarian or by the head or all the staff of the English Department. A similar situation exists in independent preparatory and High Schools.

## DIFFERENCES

There are disparities in provision of collections among the 912 Government Schools served by the School Library Service and between that group and libraries in high and other schools.

In the second place, an assured though limited budget administered at all times by qualified librarians coupled with the opportunity of purchasing multiple copies at discount rates, have ensured that a certain level of book provision is maintained for the schools served by the Schools Library Service. This, though far from satisfactory on many counts, has made possible a constant supply of material whereas uncertain and inadequate funding has limited the provision in most secondary high and technical schools.

There has been no special provision made for the handicapped through the Schools Library Service. In the Corporate Area, however, two (2) such schools are served, the Lister Mair-Gilbey School for the Deaf and the Hope Valley Experimental School. In other areas e.g. in Brown's Town, St. Ann, the special school makes use of the services of the Public Library. Library Service for the Blind is the responsibility of the Society for the Blind and it is being set up with help from the Public Library Service.

## OTHER PROBLEMS

Policy in respect of the provision of Library Service to schools has been dictated firstly by historical factors such as the individual nature of the establishment of the older grammar schools, the early concept of 'popular' education which had its emphasis on the elementary and vocational levels of attainment, and the reliance on the static, teacher-oriented type of education.

Secondly, problems have arisen from the limitations of funding for all types of School Libraries. It is difficult to initiate policies which cannot be implemented for want of funds. For example, recommendations embodied in the *Standards for School Libraries*, (1971) and the *Plan for a National Documentation, Information and Library System for Jamaica* (1978) have been "accepted in principle" by the Ministry of Education but have not yet been adopted as policy decisions for national acceptance.

## CONCLUSION

The integration of the Educational System should make it easier for some centralization or uniformity of library services. This could ensure the best and most economical utilization as well as the expansion and diversification of library resources.

Whether this will entail the setting up of Library resource centres in designated geographical areas or whether the economy of centralized operation will be used to enrich individual collections is debatable. Suffice it to say, whatever is done must be organized to have a legal basis, be the result of the professional and ethical consensus among librarians and school administrators, and meet with the active approval of Government as the library authority.



Policies should have a long "shelf-life" but must also be flexible – containing provisions for evaluation and revision in order to meet the changing needs of evolving school library services. In addition, while they should acknowledge the universality of good library provision and so measure up to good international standards, they must also take into consideration the national circumstances and reflect these wherever necessary. Above all a policy for School Libraries must obviously advance the needs of education and be an integral part of the dynamics of a national information system.

#### STATISTICS – Jamaica Library Service Only

##### 1. No. of Schools of each type.

<u>820 Primary &amp; All-Age Schools</u>		<u>92 Secondary Schools</u>	
All-Age Schools	506	Junior Sec.	80
Primary Schools	285	High & Junior Sec. (combined)	4
Infant Schools	29	Comprehensive	6
		Tech. H.S.	2
	<u>820</u>		<u>92</u>
<u>Total 912</u>			

##### 2. Book Stock at the end of 31 March 1985

Primary & All-Age	1,100,403
Secondary Schools	407,248
Total	<u>1,507,651</u>

##### 3. Total No. of pupils at each level

Primary & All-Age	435,115
Secondary Schools	115,946
Total	<u>551,061</u>

##### 4. Budgets

Total Expenditure	\$1,600,000
Book Fund	612,000

#### REFERENCES

##### Jamaica Library Service

Education in Jamaica, a brief outline 1834 – 1968. Pamphlet compiled by J. Carter (L. McCourtie-Wright) for the Jamaica Library Service Annual Anniversary of Independence Exhibition "The Winds of Change" in Education.

##### Jamaica Library Association

School Library Standards, 1971.

##### Jamaica National Council on Libraries, Archives and Documentation Centres

Plan for a National Documentation, Information and Library System for Jamaica  
Kingston, NACOLADS, 1978.

## POCKET BOOK OF STATISTICS JAMAICA 1983

<u>TYPE OF INSTITUTION</u>	<u>NO. OF INSTITUTIONS</u>		<u>ENROLMENT</u>		<u>STAFF</u>	
	<u>1980/81</u>	<u>1981/82</u>	<u>1980/81</u>	<u>1981/82</u>	<u>1980/81</u>	<u>1981/82</u>
<u>PRIMARY</u>	821	820	437,592	440,526	n.a.	n.a.
Infant Schools	29	29	10,448	10,836	257	268
Primary Schools	283	284	172,895	175,757	4,204	4,335
All-Age Schools	503	501	251,998	251,617	6,470	6,359
Special Schools	6	6	2,251	2,316	n.a.	n.a.
<u>SECONDARY</u>	141	142	162,461	163,882	7,548	7,929
New Secondary Schools	80	80	94,788	93,917	4,458	4,544
Secondary High Schools	46	46	52,140	53,637	2,321	2,607
Technical High Schools	7	7	7,691	8,090	403	441
Comprehensive High Schools	6	6	7,421	7,625	331	337
Vocational/Trade Schools	2	3	421	613	35	n.a.
<u>POST SECONDARY</u>	16	16	13,207	13,920	889	n.a.
Teacher Training Colleges	7	7	3,503	3,648	264	n.a.
CAST	1	1	3,360	3,561	220	n.a.
U.W.I. Mona	1	1	4,548	4,798	405	415
Community Colleges	6	6	1,796	1,913	—	—



## SCHOOL LIBRARIES IN MONTSERRAT

Beatrice Allen

### BACKGROUND INFORMATION

Montserrat is a small island colony with an area of 39.6 square miles. Because of its mountainous terrain only about 5,500 acres are regarded as cultivable. With a population of 12,073 in 1980, it has a narrow resource base and a struggling agricultural sector. There are few natural resources and the island relies for its income on tourism, development grants and remittances from emigrants.

The government provides free education for children and it is compulsory for children between ages 5 and 15 years. There is a total enrolment of 3,000 pupils, equivalent to about 25 percent of the total population. There are 29 educational institutions: 13 pre-primary schools, 12 primary schools, 2 junior secondary schools, 1 secondary school, 1 technical college and an academy of Arts and Commerce. (See Table 1 on pg. 5).

### DESCRIPTION OF SCHOOL LIBRARY SERVICES

#### GENERAL

Montserrat does not have a formal policy for school library services. (Mrs. Carol Collins, a UNESCO consultant, in 1982 prepared a plan for the development of a co-ordinated national information system. This plan is awaiting government's approval).

School library services in Montserrat can be described as being in the embryonic stage characterized by sparse collections, no staff, inadequate physical accommodation and no financial allocations.

The Public Library, through its children's department has been providing library services for children and young adults. Library tours, research methods/skills classes and story hours are part of the library programme of activities geared for children.

#### PRIMARY SCHOOLS

In 1983, the Public Library, with a view to providing library materials in support of extra curricular interests and personal development, introduced a schools mobile library service to rural primary schools. The bookmobile visits the schools once a month during the morning hours and each child is allowed to borrow two books. The Public Library is easily accessible to school children in the urban area. Therefore they visit the children's department and borrow their books.

Of the 9 government primary schools on the island, 7 have a room allocated for a library. Some of these schools are trying to start a library collection for their students. U.S.A.I.D. gave a grant of EC\$35,000 to develop the physical facilities in 5 primary schools library rooms, so these schools were able to build some library shelves. Fundraising activities have been done by principals and teachers and parent-teachers association in an effort to buy materials for their libraries. To date two schools have each received a shipment of some 200 books which they ordered.

#### SPECIAL EDUCATION

Government supports the efforts of the local Red Cross which operates a school for the Deaf, by providing a trained teacher and sizeable grant. The children make weekly visits to the library and a specially selected package of materials is given to them. The library also takes a film programme to the school.

#### SECONDARY SCHOOLS

Both Junior Secondary Schools have library rooms. They received small grants from the British Council Book Presentation Programme. The collection is very small and so cannot serve the entire school population. The type of service is of a reading-room nature.

The Montserrat Secondary School has accommodation for a library. There is a collection of about 2,000 volumes, a large portion of which was bought from the school's vote for books and stationery; the others were donated by the British Council Book Presentation Programme and Canadian Organization for Development through Education (CODE). Much groundwork has been done to try to establish a library service at this school.

Provision for a library service at this school is being developed in two phases: Phase I, Reference Service – the building up of a good reference collection, and Phase II, Lending Services to students and teachers and an Audio Visual Service. The Library can be described as being in the first phase of its development. Twelve periodical titles are included in the reference collection. Efforts were made to set up such a collection as this is fundamental for students to develop their competence in finding pertinent information.

Plans are made for the systematical development of the collection to ensure a good balance in coverage of subjects, types of materials and variety of content in order to satisfy curricular needs.

The lack of staff to operate the library has seriously affected the service at the school. A group of fifth and sixth formers was given basic instructions in running the library. However, this did not work out very well as pressure of work during exams made it difficult for some students to perform their duties. It is hoped that the problem of staffing will receive positive attention.

## TECHNICAL COLLEGE

The Technical College and the Montserrat Secondary School have recently been amalgamated. Both institutions are in close proximity and they have the same working hours so it would be convenient to have one library facility to serve both institutions. Provisions will be made for the individual needs.

## ACADEMY OF ARTS AND COMMERCE

This privately-run school was opened in 1982 to meet the need of the 15+ age group who dropped out from the secondary school. The government gives a grant to this institution. There is room allocated for a library and there is a small collection of books. Most of them are gifts from CODE.

## AREAS OF CONCERN

### 1. INTRODUCTION OF POLICY

There is a need for government to introduce policy-making provision for a school library service.

### 2. BUDGET

Finance is necessary for library provision. Service for the junior secondary school is often provided by using sums from their book-and-stationery vote to buy a few library books.

A recurrent budget should be earmarked for School Library Service for the purchasing of books and other materials, furniture, equipment and library supplies.

### 3. STAFFING

Consideration should be given to staffing. There are 3 trained librarians at the Public Library, one of whom is responsible for library services for children. Support staff is necessary. A Library Assistant (even on part-time basis) should be located at the Montserrat Secondary School to provide clerical assistance in routine jobs.

## CONCLUSION

The Public Library with its limited resources has made services to children and young people a priority area. There is a keen interest in upgrading children's library services.

However, for effective development of school library service, the authority for centralized processing and control must be determined and provided with adequate resources to enable it to function efficiently.

## STATISTICAL INFORMATION

SCHOOLS	GOVT.	NON GOVT.	ENROLMENT	BUDGET	BOOKSTOCK
PRE-PRIMARY	9	4	400	—	—
PRIMARY	9		1,174	—	400 (2 schools)
		3	415	—	—
JUNIOR SECONDARY	2		477	—	450 (1 school)
SECONDARY	1		452	—	2,000
		1	84	—	—
TECHNICAL	1		65	—	—
ACADEMY		1	24	—	100



## SCHOOL LIBRARIES IN ST. KITTS AND NEVIS

Pearletta Lanns

### THE EDUCATIONAL SYSTEM

The Government of St. Kitts and Nevis regards education as the master key to progress and nation building. The education policy is based on the belief that education is the most important feature in the proper development of the people of the territory.

Primary Education is viewed as the foundation on which the Secondary and Tertiary levels rest and the key to the success or failure of the entire system. Government is also convinced that the progress of the country depends on the calibre of people produced by the system.

The education policy further stresses Government's commitment to the task of providing appropriate education and training for handicapped persons.

Responsibility for education rests with the Ministry of Education, Health and Community Affairs, acting through a Permanent Secretary for Education, and a Chief Education Officer who is in charge of the Department of Education.

Education in St. Kitts and Nevis is free and compulsory between the ages of six and sixteen. There are, however, a number of fee-paying private schools at Primary and Secondary levels. The main components of the Education System are pre-primary schools; primary schools; all age schools; secondary schools; Technical College; Teachers' College; Nursing School; University Centre.

### PRIMARY SCHOOL LIBRARY PROVISION

There are thirty (30) primary schools in St. Kitts and Nevis – nineteen (19) in St. Kitts, eleven (11) in Nevis. Of the thirty none has a properly organized library. In many instances there are books kept in boxes and cupboards in class-rooms and staff rooms. New schools built recently have rooms which were intended for use as libraries, but on St. Kitts these are being used as classrooms. On Nevis, where primary school enrolment has declined substantially in recent years, rooms are available for library purposes, but there is a serious shortage of suitable books.

No primary school has any budget allocation for the purchase of books other than text books. In one (1) Government Primary School with nearly 400 students the total annual allocation for text-books and other supplies is EC\$640.00; about EC\$1.60 per head. In some schools the enterprising teachers provide funds for their libraries by holding school programmes, selling snacks and using the proceeds to buy books.

Eleven (11) Government Primary Schools and four (4) all-age schools on St. Kitts with a total primary enrolment of about 3,500 are served by the mobile library operated by the Public Library. However, the service cannot be extended to all the children in these schools because there are not enough books. Visits are made fortnightly, and pupils borrow directly from the bookmobile which has a total of about 1,340 books. The collection includes fiction and non-fiction. There are no reference books due to inadequate space on the unit, and also because the limited time spent at each school would not permit the opportunity for consultation.

Urban primary schools in St. Kitts have no library provision at all. In the past, pupils in this area had relatively easy access to the Public Library. The destruction of the Public Library and its consequent relocation has brought about the need to consider including these schools in the mobile library service. One school has already requested this; the possibility of incorporating them all is being examined.

On Nevis, library service from the Public Library is provided by means of visits by car with boxes of books to one all-age school and three primary schools with a total enrolment of 678. As in St. Kitts, the service cannot be extended to all the children in these schools.

### SECONDARY SCHOOL LIBRARY PROVISION

Four of the eight Secondary Schools in St. Kitts and Nevis have libraries housed in separate rooms. Of these, the Basseterre High School has the best organized collection. The school has a collection of about \$3,500 and a 1985 budget allocation of EC\$1,500.00 for library purposes. The library is reasonably well furnished. It has a full-time clerk who has had some basic training through summer courses organized by the Organization for Canadian Overseas Development (OCOD). There are no library periods in the school's time-table but teachers bring classes to the library from time to time for specific projects.

At Charlestown Secondary School on Nevis, where a new sixth form centre was built recently, there

is accommodation for a small library to serve upper forms. The lower forms have a separate library room. A teacher is assigned to administer the library.

Other Secondary Schools do not have proper libraries although they each receive budget allocations for this purpose. Books are kept in boxes and cupboards in classrooms and staff rooms and teachers take it in turns to act as librarians. Some indication of the funds allocated for Secondary School Library purposes is given below.

YEAR	SCHOOL	ENROLMENT	ALLOCATION (EC\$)
1985	Basseterre High	750	1,500
"	Basseterre Junior High	1,087	1,500
"	Cayon High	650	1,000
"	Sandy Point High	565	1,200
"	Charlestown Secondary	625	1,500
"	Gingerland High	380	1,000

### SPECIAL SCHOOLS

Special schools in the country consist of two schools for the blind and one for the deaf. None of these receive any budget allocation for books and other supplies. They rely on donations from private sources, and the initiative of the teachers who buy things when they travel abroad.

### PROBLEM AREAS

#### 1. Legislation

No legislation exists for library services in St. Kitts. It means therefore that Government has no sound commitment and/or obligation to provide library services to schools and to the general public. There is therefore urgent need for the enactment of appropriate legislation for the establishment of library services and also to guarantee financial support.

#### 2. Policy

Nowhere in the Education Policy are school libraries mentioned. The policy should be reviewed to recognize and emphasize the importance of school libraries in the teaching-learning process.

#### 3. Accommodation

There is the problem of inadequate provision for accommodating libraries in Primary Schools. In new schools, rooms intended for use as libraries have no bookshelves.

#### 4. Administration

The public library has no control over the Secondary School Libraries. In future, for reasons of economy and administration, the Secondary School Libraries should be effectively co-ordinated with the Public Library Service.

#### 5. Stock

The stock of books on the mobile library is insufficient to meet the needs of registered readers in primary schools. In consequence, the circulation rate is much higher than is desirable and this results in rapid deterioration of the bookstock.

#### 6. Bookmobile

The physical and mechanical condition of the existing mobile unit has created numerous problems and the service is sometimes disrupted due to breakdown. There is need for the replacement of the existing unit and/or the provision of an additional and larger one to cover the number of schools not being served and to permit consultation of reference sources.

#### 7. Staffing

Improvement in the staffing of the bookmobile is needed. If the mobile service to schools is to be expanded, additional staff will be needed to operate the unit since service at Headquarters is constantly disrupted to permit visits to take place. Teachers should be more directly involved; they could assist in issuing of books, and guide children in their choice of books from the bookmobile stock.



## SCHOOL LIBRARIES IN ST. LUCIA

Janet Lynch-Forde

Situated in the Southern reaches of the slender chain of Islands which divides the Atlantic Ocean from the Caribbean Sea, is St. Lucia, the second largest (238 sq. miles) of the Windwards. It has a warm, healthy climate, spectacular scenery and a people who have moulded their African, French and English heritages into a strong vibrant culture.

St. Lucia shares with its sister territories problems related to: small size, limited resources, mountainous terrain, susceptibility to tropical storms, dependence on a single cash crop, urban drift, high unemployment, high birth rate, the weakening of the world tourist trade and the resultant adverse balance of payments crisis.

The education system is based firmly on the policies of the British Colonial system with a heavy dependence on external examinations, identifying and training an elite, and an ingrained preference for academic over technical training.

### Extract from 1984-85 Government Statistics on Education

<u>Primary Schools</u>			
Pupils	Teachers Trained	Teachers Untrained	Per Capita Expenditure
32,383	463	644	459,000
<u>Secondary Schools</u>			
Pupils	Teachers (Graduate)	Non-Graduate	Per Capita Expenditure
5,030	81	214	1,448* 970

### Illiteracy

30,000 individuals (45% of population over 15).

#### \* Junior Secondary Schools.

There are 111 schools in St. Lucia. There are 6 full Secondary Schools – 5 of which have small libraries aimed primarily at providing recreational reading. Of the 5 Junior Secondaries only 2 have functioning libraries.

Of the 100 primary schools, 22 have "libraries" which range in size from 300 to 5,000 volumes.

All of these libraries resulted from the individual efforts of principals and/or dedicated teachers.

During the period 1977-78 the Ministry of Education instituted a pilot project to encourage the efforts of these principals. A Schools Library Co-ordinator, a training course for teachers and a British Council Book Grant resulted in the establishment of 13 project libraries. Only 4 of these libraries survived Hurricane David in 1979; and needless to say the devastation diverted Ministry's attention from Library development.

Today, new initiatives are being considered. Proposals have been offered for the development of school library service through the public library. But the financial implications of undertaking the provision of an adequate library service have caused serious concern.

Of equal concern to the islands four trained librarians are the implications for an already understaffed, underfinanced and over-governed public library.

The Education System within the Turks and Caicos Islands comes directly under the Ministry of Health, Education, Welfare and Local Government. The Chief Education Officer is responsible for the day to day running of the two High Schools, one Junior High School and fourteen Primary Schools.

Over the years, students at the primary schools were prepared mainly to pass the Common Entrance Examination before attending of the two high schools within the Islands. Today, the Common Entrance Examination has been replaced by a direct entry, and both High Schools within the region have been transformed into more Comprehensive-type Schools.

On completion of five years at the High Schools, each student usually receives a School-Leaving Certificate, and a National School Diploma is also issued to those students who have performed at a satisfactory level. The Diploma is issued at three different levels: a First Class, Second Class or Third Class. These certifications are supplemented, more importantly, by external examination, namely: The Caribbean Examinations Council (CXC) and the London and Cambridge Universities' General Certificate of Education (G.C.E.).

These three examining bodies have posed problems to our students over the years, and as a result, passes have been less than fifty percent overall, with one or two students picking up a minimum of five "O" Levels at the end of each academic year. Consequently, the Ministry of Education has not diverted its energy to the formation of a Sixth Form, to date because the High Schools have not been able to turn out more than six students passing four or five "O" Levels at any one sitting. Those students who might be interested in the Advanced Level programme usually migrate to the Bahamas or Barbados where they pursue these studies.

In 1983 the British Development Division in Barbados sponsored a team of educators to do a thorough research on the education system of these Islands. The recommendations made by this team will be put into effect at the beginning of the academic year 1985/86.

Like the education system of the Islands, the school library service is administered under the Ministry of Health, Education, Welfare and Local Government and his Permanent Secretary, and the Turks and Caicos Library Service. The Chief Librarian along with the Permanent Secretary are responsible for major decision-making, while the recruitment and placement of staff is handled by the Education Department. However, each school is responsible for the day to day operation of its library.

The seventeen school libraries are financed directly from the budget of the Turks and Caicos Library Service. Since this budget is small and totally inadequate, it is often supplemented by an annual grant from the British Council. This grant varies from year to year with most of it being absorbed in material for the primary schools since their libraries are still in their embryonic stages.

It was recommended in the Bennett Report that the primary schools should have a revolving stock. This recommendation was gladly accepted by the Ministry and the Turks and Caicos Library Service who felt that the unavailability of funds would not allow fully-stocked libraries in all fourteen primary schools. Consequently, a variety of light fiction, non-fiction and few reference works is ordered for these libraries. The reference works remain with the respective libraries while the fiction and non-fiction are circulated among the various schools.

The two High Schools along with the Junior High School have specially designed rooms set aside as libraries. The stock in these three libraries is permanent and, as expected, more advanced. The stock chosen by the selection committee is designed to supplement the text books provided for the students by the Education Department. Emphasis is placed on West Indian research materials. While the Primary School libraries are used mostly during reading periods, the High School libraries are open all through school hours to encourage reading and research. Library skills classes are taught by the teacher/librarian to help students to develop research skills and patterns. The book stock of these libraries is also much larger than that of the primary schools. In the two High Schools and the Junior High School, a particular individual is assigned to work in the libraries. These persons receive training in the basic library skills at the various overseas Teacher Training Colleges or attend training courses at Turks and Caicos Library Service headquarters in Grant Turk. The Primary Schools boast of no such thing for every teacher on the staff from



time to time serves as librarian.

To date, there are two Government High Schools – Grand Turk and South Caicos with four hundred and thirty-six (436) and one hundred and sixty-seven (167) students respectively, and a Junior High School on North Caicos with seventy-one (71) pupils. There are fourteen primary schools with a total population of one thousand three hundred and fifty-five (1,355) pupils. These seventeen schools have a combined budget of one hundred and ten thousand dollars (US\$110,000.00). The book stock of the various schools is as follows:—

Turks and Caicos High School	—	5,000 volumes
Pierson High School	—	3,000 volumes
North Caicos Junior High School	—	1,500 volumes
Fourteen Primary Schools	—	2,000 volumes.

The Turks and Caicos School Library system, like any young and growing library system, is faced with its share of problems. Like the public libraries within the region, very little emphasis is placed on library development by those in authority. Officials and teachers alike view the school libraries as places to be looked at but not entered. Consequently, students are not encouraged by them to use the library as they should.

The money provided for library development is very inadequate. As a result most of the teaching aids necessary to teach library skills are severely lacking.

Although the school libraries are opened during school hours, students lack access to the libraries. This is particularly true in the High School. Very often the library opening hours and those of the timetable clash. As a result, the time spent by students in the library is limited and far from enough to teach library skills and exchange books.

### PART III

#### APPENDICES

Conference Programme  
List of Participants  
List of Schools & Library Visits  
Opening Session Programme  
Report on the Opening Session  
Exhibition Programme with list of Exhibitors  
Report on the Opening of the Exhibition  
Address at the Opening of the Exhibition by the Hon. Hector Wynter  
Minutes & Reports.





INTERNATIONAL ASSOCIATION  
OF SCHOOL LIBRARIANSHIP

14th Annual Conference

THEME: "Libraries and information:  
towards a policy for schools"

Jamaica Conference Centre  
July 28 – August 2, 1985

Co-sponsored by:

Jamaica Library Association (JLA)

&

United Nations Educational, Scientific  
and Cultural Organisation (UNESCO)



MESSAGE FROM THE PRESIDENT  
INTERNATIONAL ASSOCIATION FOR  
SCHOOL LIBRARIANSHIP

Jamaica has played an important role in the development of ISAL, for it was here that in 1971 the association was inaugurated. Since then the association has spread into many areas of the world, both in membership and in its conference venues but it certainly is time we returned to the venue which was instrumental in our birth.

The Caribbean is a vibrant, developing area with much to offer to us and I hope the warmth of its climate will be matched by the enthusiasm of the participants in this conference.

This is our 14th Annual Conference and in that time IASL has grown in stature and commitment. Whereas our strength lies in our individual members, increasingly associations have found a channel through IASL for their interests and problems to be aired. The Assembly of Associations is now firmly established in our conference programme as a forum for the exchange of ideas. I hope the representatives will make full use of that opportunity.

The local conference committee have done their work in preparing an interesting and varied programme for us. It is now up to us to reward their efforts by our commitment and full involvement in the conference. Good wishes.

Michael Cooke  
President

MESSAGE FROM THE PRESIDENT  
JAMAICA LIBRARY ASSOCIATION

The Jamaica Library Association is pleased to be a co-sponsor of the IASL's 14th Annual Conference in Jamaica and wishes for the meeting stimulating and productive deliberations during the course of the week.

When the IASL was inaugurated in 1971 during the WCOTP's 20th Assembly here, the Jamaica Library Association became one of the founding members. It has followed with keen interest, the growth of IASL and its impact upon School Libraries worldwide, including School Libraries in Jamaica. The Association has also been proud that one of its members was elected to serve as President of this international body for two terms.

In holding the Conference here, at this time, it is hoped that the interaction between libraries from various countries, and the inter-change of ideas will generate a new dynamism among Librarians in the school system. We are confident also that it will strengthen the conviction of decision makers that School Libraries are vital to an effective education system.

Sybil M. Iton

**SUNDAY**

**JULY 28**

3:30 – 6:00 p.m.      **REGISTRATION**

Foyer  
Jamaica Conference Centre

5:00 – 6:00 p.m.      **BRIEFING**  
for Caribbean Librarians  
and Workshop Chairmen

6:00 – 7:00 p.m.      **RECEPTION**

Garden Area  
Jamaica Conference Centre

7:00 p.m.

OPENING EXHIBITION

"Resources for Libraries"

by

The Hon. Hector Wynter, O.J.  
Jamaica National Commission  
for UNESCO

MONDAY

JULY 29

Conference Room No. 2

9:00 a.m.

LOCATION:

OFFICIAL OPENING

Guest Speaker

The Hon. Mike Henry, M.P.  
Minister of State for Culture  
Office of the Prime Minister

10:30 a.m.

C O F F E E

10:45 a.m.

KEYNOTE ADDRESS

National Planning for  
School Library  
Development

Dr. Marilyn Miller  
Associate Professor  
Univ. of North Carolina  
Chapel Hill, N.C.

11:45 a.m.

Information resources as  
a component of the  
education system

Dr. Neville Ying  
Executive Director  
Institute of Management  
and Production

12:30—

L U N C H

2:00 p.m.

1:30 p.m. FILM: The  
school library — a  
workshop for children &  
grown-ups

Mr. Ib Juul  
Chairman, Danish Association  
of School Libraries

2:00 p.m.

Assessment of some  
existing policies:  
finance, legal base, etc.

Dr. Eugene Burdenuk  
Associate Professor  
Faculty of Education  
University of Western  
Ontario

2:45 p.m.

Towards new directions  
in policy

Senator Dr. Errol Miller, C.D.  
Prof. of Teacher Education  
University of the West Indies

3:30 p.m.

IASL Assembly of Associa-  
tions: Open Session

7:00 p.m.

RECEPTION

By Their Excellencies, the Most Honourable  
Sir Florizel Glasspole, O.N., G.C.M.G., C.D.,  
Governor General and Lady Glasspole  
Kings House



## TUESDAY

- 9:00 a.m. Policies for human resources  
training and deployment:  
competencies needed in  
school library personnel
- Four short papers

JULY 30

- Leader  
Prof. Sigrun Hannesdottir  
Sch. of Lib. & Inf. Sc.  
Univ. of Iceland
- Mr. Michael Cooke, United  
Kingdom
- Mrs. Janet Lynch-Forde, St.  
Lucia
- Miss Dianne Oberg, Canada
- The Rev. Dr. Adlyn White,  
Jamaica

10:30 a.m. C O F F E E

10:45 a.m. Continuation of Session

11:45 a.m. WORKSHOP I  
Policies for human resources  
training and deployment

- Co-ordinator  
Miss Katie Mungo  
Lecturer  
Department of Library Studies  
University of the West Indies

12:30–  
2:00 p.m. Official Photograph  
L U N C H

2:00 p.m. W.C.O.T.P. support for  
IASL aims and activities

Mrs. Fay Saunders, C.D.  
Secretary-General  
Jamaica Teachers' Association

2:45 p.m. (a) IASL Assembly of  
Associations:  
Closed Session

(b) IASL Committees:  
Meetings

8:00 p.m. CULTURAL PRESENTATION  
National Dance Theatre Company of Jamaica  
Little Theatre

## WEDNESDAY

JULY 31

9:00 a.m. Policies for resource  
production

- Dr. Nelson Rodriguez  
Trujillo  
Head, Banco del Libro  
Caracas
- The Hon. Mike Henry, M.P.  
Minister of State for Culture  
Office of the Prime Minister

10:30 a.m. C O F F E E

10:45 a.m.	WORKSHOP II School library legislation	— Miss Bernice Lamkin Director, Media Services Grants Forest Hills Public Schools Michigan
	Financing school libraries	— Miss Shirley Coulter Co-ordinator, School Libraries Section Nova Scotia Provincial Libraries
12:30—	L U N C H	
	1:30 p.m. FILM —	— Miss Shirley Coulter
	1:30 p.m. FILM —	— Miss Shirley Coulter
	Developing School Library policies in some school districts in Nova Scotia	
2:00 p.m.	VISITS TO LIBRARIES	
	Clan Carthy Secondary Harbour View Primary Half Way Tree Primary Immaculate Prep School Mona Secondary School	The Priory School St. Andrew High School St. Hugh's High School St. Richard's Primary
7:00 p.m.	HOME HOSPITALITY	
	THURSDAY	AUGUST 1
9:00 a.m.	Policies for resource collections	Prof F. A. Ogunshye Director, Abadina Media Resource Centre Univ. of Ibadan
	School library policies: evaluation and research	Professor Daphne Douglas Head, Department of Library Studies University of the West Indies
10:30 a.m.	C O F F E E	
10:45 a.m.	WORKSHOP III	
	Learning resources: collection & production	Miss Joyce Wallen Supervisor of School libraries Jamaica Library Service
	Presentation of research	Miss Katie Mungo Lecturer Department of Library Studies U.W.I.
12:30—	Post Conference Study Tour Briefing Session	
2:00 p.m.	L U N C H	



2:00 p.m. TOURS (one only)  
 – Hellshire Beach  
 – Port Royal  
 – City of Kingston

EVENING FREE

# FRIDAY

AUGUST 2

9:00 a.m. Policies for disseminating  
 information: publishing a  
 professional journal  
 School libraries in the  
 21st Century

Miss Lillian Gerharde  
 Editor-in-Chief  
 School Library Journal  
 Miss Alice E. Fite, CAE  
 Executive Director  
 American Association of  
 School Libraries

10:30 a.m. C O F F E E

10:45 a.m. IASL Annual General Meeting  
 and Conference Summary

11:45 a.m. Closing Session

12:30–  
 2:00 p.m. L U N C H

2:00 p.m. – IASL Final Board Meeting  
 – Meeting of Caribbean  
 Librarians

Draft guidelines for School  
 Library policies in the Caribbean

7:00 p.m. IASL BANQUET  
 Jamaica Conference Centre

## HIGHLIGHTS OF IASL LIBRARY AND EDUCATIONAL POST CONFERENCE STUDY TOUR

Saturday, August 3 to Wednesday, August 7, 1985

SATURDAY, AUGUST 3

Depart Kingston

Tour St. Catherine Parish Library, Square at Spanish Town (former capital of Jamaica), Folk Museum,  
 Spanish Town Cathedral, oldest cathedral in the former British colonies.

Lunch Friendship Farm.

Visit Dunn's River Falls.

Overnight Hotel Americana, Ocho Rios.

## SUNDAY, AUGUST 4

Depart Ocho Rios for Montego Bay.

Stop St. Ann's Parish Library Schools Library Service Regional HQ, Mementos of Marcus Garvey, Jamaican national hero. Tour Rose Hall Great House, regarded as most magnificent Great House ever built in Jamaica, home of most famous legend, Annie Palmer, the white witch. City tour of Montego Bay. Swim at Doctor's Cave Beach.

Return to Ocho Rios.

## MONDAY, AUGUST 5

Leisurely trip to Port Antonio (capital of scenic Portland Parish). Day in Port Antonio includes rafting on the Rio Grande (two or three passenger bamboo rafts are poled down stream by skilled raftsmen (3½ hours).

Overnight at Bonnie View Hotel.

## TUESDAY, AUGUST 6

Tour libraries of Passley Gardens Complex: Teacher's College and College of Agriculture, Parish Library. Boat cruise to Navy Island, former home of movie star Errol Flynn and his widow Patrice, now Jamaica's champion woman farmer. Visit Nonesuch Caves and Athenry Gardens.

Overnight Bonnie View Hotel.

## WEDNESDAY, AUGUST 7

Check out of hotel.

Morning at Marbella Club, Dragon Bay. Afternoon, St. Thomas Parish, Tour Morant Bay Square and Courthouse, a prominent link in Morant Bay rebellion, 1865.

Return to Kingston. Tour ends.

### TOUR COST

US\$398.00 per person Double occupancy.

US\$376.00 per person Triple occupancy (2 nights dbl., 2 nights trpl.)

### TOUR PRICE INCLUDES:

Transportation for 5 days around the island, 2 nights accommodation in Ocho Rios including taxes, 2 night accommodation in Port Antonio including taxes. Lunch at Friendship Farm, Bonnie View Hotel, boat cruise to Navy Island, Folk Museum, Dunn's River Falls, Rose Hall, Doctor's Cave, Rafting fees, refreshments and tour of Nonesuch Caves, Buffet Lunch at Marbella Club.

Book through: Global Travel Service Ltd.

C/o Michele Mogg, Manager Group Travel, 40 Union Square, Kingston 5; Jamaica W.I.

## IASL PLANNING COMMITTEE 1985

As Chairman of the Organizing Committee, I am pleased to record my sincere thanks to all members of the Planning Committee and its sub-committees for their invaluable assistance and support in preparing for this Conference.



Chairman	Mrs. Amy Robertson Documentalist, Faculty of Education, UWI, Mona.
Secretary	Miss Katie Mungo Lecturer, Dept. of Library Studies, UWI, Mona.
Recording Secretary	Miss Valda Bailey Librarian, National Library of Jamaica
Sub-Committee Chairmen	
Finance	Miss Leila Thomas Director, JAMAL.
Programme	Dr. Joyce Robinson Director, H.E.A.R.T. Trust
Exhibitions	Mrs. Sybil Iton Director, J.L.S.; President, J.L.A.
Entertainment	Mrs. A. Jefferson Campus Librarian, UWI Library, Mona
Public Relations	Miss Stephney Ferguson Director, National Library of Jamaica
Transport	Mrs. Hazel Bennett Senior Lecturer, Department of Library Studies, UWI, Mona
Accommodation & Registration	Mrs. Sheila Lampart Executive Secretary, National Council on Libraries, Archives & Documentation Services (NACOLADS).
Other Members	
Prof. Daphne Douglas	Head, Dept. of Library Studies
Miss Joyce Wallen	Supervisor, Schools Library Service.
Mrs. B. Anderson	Chairman, Schools Library Section, Jamaica Library Assoc. Librarian, Mico Teachers' College.
Mrs. L. Morris	Librarian, Grace Kennedy Co. Ltd. Immediate past president, J.L.A.
Mrs. Jean Tyson	School Librarian, Priory School.
Mr. Adolph Cameron	Representative, Jamaica Teachers' Association
Mrs. M. Figueroa	Representative, National Union of Democratic Teachers, St. Hugh's High School.
Miss Barbara Chevannes	Administrator, Ministry of Mining & Energy.
Miss Angella Arthurs	Librarian, Mico Care Centre.

MESSAGE FROM THE  
EXECUTIVE SECRETARY, IASL

Greetings and best wishes to all IASL Members.

Our meeting again in Jamaica after our exciting inauguration here in 1967 should certainly prove to be an omen of good fortune. The local arrangements committee under the co-chairs, IASL past president, Amy Robertson, and Katie Mungo has been working arduously and the programme is an interesting one. We hope it will be especially helpful to all our Latin American and Caribbean colleagues.

As we move toward the future and new challenges for IASL, I hope that each of you will make a special effort to support the new projects which are being presented and will truly try to involve other persons in this movement which can do so much for our boys and girls and the future of the countries in which they live. Having just returned from China and witnessed the tremendous emphasis they are now placing on education and reading material for their school libraries, I am more sure than ever that all of us can and must promote the cause of school libraries in their fullest sense.

It is a challenge I throw out to you now — to promote and use the International Association of School Librarianship for the greatest possible educational support in YOUR country.

I know this will be an exciting time together and look forward to greeting all of you personally as we meet together again in Kingston.

Jean E. Lowrie  
Executive Secretary

MESSAGE FROM THE  
CHAIRMAN, IASL CONFERENCE PLANNING COMMITTEE

I am pleased to have been associated with the planning of this Conference, not only because of sentiment but because IASL has not been back in this region since the Venezuela Conference of 1980.

The good regional representation we are enjoying at this time is due largely to the assistance of UNESCO. We are able to incorporate a workshop for Caribbean school librarians funded by that body into IASL's 14th Conference. It is my hope that IASL will benefit from new, consistent and dedicated membership from the region.

Planning has been difficult because of the critical economic situation. In addition, postal workers have definitely not been on our side! We are grateful that participants did not despair of not hearing from us and concluded their arrangements to be here.

Very recently, senior planners, administrators and educationalists participated in a UNESCO/NA-COLDS Seminar on the theme: "Towards the development of a national information policy". This IASL Conference, with its focus on information policies in schools should be able to exploit the consciousness created by this highly publicised seminar, and stimulate public and government concern.

I pay tribute to my colleagues whose hard work, consistency, experience and knowledge were given unstintingly.

It is our sincere wish that the main objective of formalising policies for school libraries will be realised.

Amy Robertson



## ACKNOWLEDGEMENT

The Organizing Committee gratefully acknowledges the assistance rendered by many individuals, various Committees, Firms, Organisations, Institutions and the Media who so kindly contributed to the XIVth Annual Conference of the International Association of School Librarianship. Special acknowledgement is made to the following:—

Alcan Jamaica Limited  
Ardenne High School  
Caribbean Education Company  
Commonwealth Library Association  
Department of Library Studies, U.W.I.  
First Life Insurance Company Limited  
G.C. Foster College of Physical Education and Sport  
Grace Kennedy & Company Limited  
Hampton High School  
His Excellency Richard Wagner  
Human Employment & Resource Training (H.E.A.R.T.)  
Jamaica Citizens Bank  
Jamaica Constabulary Force  
Jamaica International Insurance Company Limited  
Jamaica Library Association  
Jamaica Library Service  
Jamaica Movement for the Advancement of Literacy (JAMAL)  
Jamaica Teachers' Association  
Jamaica Tourist Board  
J. Wray & Nephew Limited  
Khaleel Azan  
Mico Teachers' College  
National Commercial Bank Limited  
National Council on Libraries, Archives & Documentation Services (NACOLADS)  
National Library of Jamaica  
Port Authority of Jamaica  
Port Maria Secondary School  
Priory School  
St. Andrew High School  
St. Joseph's Teachers' College  
Shipping Association of Jamaica  
Shortwood Teachers' College  
Sterling Drug International Limited  
Unesco  
Victoria Mutual Building Society  
Workers' Savings and Loan Bank

Department of Library Studies, UWI

## DIRECTORY OF SPEAKERS

Dr. Eugene Burdenuk  
Associate Professor  
Faculty of Education  
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Mr. Michael Cooke  
Senior Lecturer  
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- \*Downer, Daphne (Miss)  
Statistical Institute of Jamaica  
9 Swallowfield Road, Kingston 5
- \*Drysdale, D. (Ms.)  
Portland Parish Library  
Port Antonio
- \*Edwards, Eppie (Mrs.)  
St. Hugh's High School  
Leinster Road, Kingston 5
- Edwards, Ruthelda (Ms.)  
Tivoli Gardens Comprehensive  
School, Industrial Terrace  
Kingston 14
- \*Evans, Suzette (Ms.)  
Shortwood Teachers College  
77 Shortwood Road, Kingston 8
- Facey, Edna (Ms.)  
Herbert Morrison Comprehensive  
School, Catherine Hall  
Montego Bay
- \*Farrell, Katherine (Ms.)  
National Library of Jamaica  
12 East Street, Kingston
- \*Ferguson, Mavis (Ms.)  
Marcus Garvey Secondary School  
St. Ann's Bay
- Ferguson, Stephney (Ms.)  
Director,  
National Library of Jamaica  
12 East Street, Kingston
- \*Fulcott, Lorna (Ms.)  
St. Thomas Parish Library  
Morant Bay
- \*Garel, Constantine  
St. Ann Parish Library  
St. Ann's Bay



- \*George, Verna (Miss)  
Merle Grove High School  
77 Constant Spring Road  
Kingston 10
- Hardy, Violet (Ms.)  
Charlie Smith Comprehensive  
High School
- Hay, Joan (Mrs.)  
Jamaica Library Service  
2 Tom Redcam Drive, Kingston 5
- \*Hudson, Ariel (Ms.)  
Waterford Infant School  
Waterford, St. Catherine
- Iton, Sybil (Mrs.)  
Director,  
Jamaica Library Service  
2 Tom Redcam Drive, Kingston 5
- \*James, Ioney (Ms.)  
Shortwood Teachers College  
77 Shortwood Road, Kingston 8
- \*Johnson, H. (Mrs.)  
Half Way Tree Primary School  
34 Burlington Avenue, Kingston 10
- Kelly, Norma D. (Ms.)  
H.E.A.R.T. Trust  
4 Park Boulevard, Kingston 5
- King, Velma Elaine (Miss)  
Portland Parish Library  
Port Antonio
- \*Lambert, Doreen (Ms.)  
Port Maria Secondary School  
Port Maria
- Lampart, Sheila (Ms.)  
National Council on Libraries, Archives  
and Documentation Centres  
1 Devon Rd., Kingston 6
- Lawrence, Daphne (Mrs.)  
Ardenne High School  
10 Ardenne Road, Kingston 10
- \*Lewis, Arlene (Ms.)  
St. James Parish Library  
Montego Bay
- \*McGibbon, Jacqueline (Mrs.)  
Jamaica Library Service  
2 Tom Redcam Drive, Kingston 5
- \*McKenzie, Marcia (Ms.)  
St. Mary Parish Library  
Port Maria
- McLaughlin, Rosalind A. (Mrs.)  
Jamaica Library Service  
2 Tom Redcam Drive, Kingston 5
- \*Malcolm, Hermine (Miss)  
United Nations Development  
Project Office, UNDP  
1 Lady Musgrave Road, Kgn. 5
- \*Marsh, Emsley  
St. Ann Parish Library  
St. Ann's Bay
- Minto, Hyacinth  
P.O. Box 29  
Falmouth, Trelawny
- Morgan, Dezrene  
31a Maitello Drive  
Kingston 17
- \*Moore, M.E. (Miss)  
Jamaica Library Service  
2 Tom Redcam Drive, Kingston 5
- \*Morris, Lilleth (Mrs.)  
Grace Kennedy & Co. Ltd.  
64 Harbour Street, Kingston
- \*Morrison, G. (Ms.)  
Jamaica Library Service  
2 Tom Redcam Drive, Kingston 5
- \*Mott, Delrose  
St. Ann Parish Library  
St. Ann's Bay
- \*Mott, Kean  
St. Ann Parish Library  
St. Ann's Bay
- Muir, Hyacinth (Ms.)  
Vice-Principal  
Seaforth Secondary School  
Seaforth P.O.  
St. Thomas
- Mungo, Katie May (Ms.)  
Dept. Library Studies  
University of the West Indies  
Mona, Kingston 7

- \*Munro, Grace (Miss)  
National Council on Libraries,  
Archives and Documentation Centres,  
1a Devon Rd., Kgn. 10
- \*Murthy, Padma (Mrs.)  
Jamaica Library Service  
2 Tom Redcam Drive, Kingston 5
- Myers-Taylor, Vernita (Mrs.)  
Kingston Secondary School  
172 King St.,  
Kingston
- \*Nelson, Aseneath (Ms.)  
Harbour View Primary School  
31a Martello Drive, Kingston 17
- \*Onanaiwu, Arlene (Mrs.)  
Planning Institute of Jamaica  
39 Barbados Avenue, Kingston 5
- Peart, Veronica (Ms.)  
Cross Keys Secondary School  
Santa Cruz, St. Elizabeth
- Peart, Winifred (Ms.)  
Mavisville School  
9 Friendship Park Ave., Kingston 3
- Perry, Patricia (Ms.)  
Student, Mico Teachers College  
1A Marescaux Rd., Kingston 5
- \*Picart, M. (Miss)  
Jamaica Library Service  
2 Tom Redcam Drive, Kingston 5
- Powell, Heather Bernadette (Ms.)  
Christiana P.O.  
Manchester
- \*Redway, Annette (Mrs.)  
St. Ann Parish Library  
St. Ann's Bay
- \*Richards, G.  
Manchester Parish Library  
Mandeville
- Robertson, Amy (Mrs.)  
Documentation Centre,  
School of Education  
University of the West Indies  
Mona, Kingston 7
- Robinson, Joyce (Dr.)  
H.E.A.R.T. Trust  
4 Park Boulevard, Kingston 5
- \*Royal, Y. (Ms.)  
St. James Parish Library  
Montego Bay
- \*Runcie, Rosemarie (Miss)  
The Priory School  
32 Hope Road, Kingston 10
- Salmon, Hermine (Miss)  
College of Arts, Science & Technology  
237 Old Hope Road, Kingston 6
- Salmon, Gloria (Mrs.)  
Jamaica Library Service  
2 Tom Redcam Drive, Kingston 5
- \*Samuels, C.  
St. James Parish Library  
Montego Bay
- \*Samuels, P. (Ms.)  
Jamaica Library Service  
2 Tom Redcam Drive, Kingston 5
- Saunders, Fay (Mrs.)  
Jamaica Teachers Association  
97 Church Street, Kingston
- \*Sharpe, Florence (Ms.)  
Chetolah Park Primary School  
6 William Street, Kingston
- \*Shirley, Hazel (Ms.)  
Kingston Technical High School  
82 Hanover Street, Kingston
- \*Simms, Hyacinth (Ms.)  
Trelawny Parish Library  
Falmouth
- \*Sittol, Jacinth (Miss)  
28 Worthington Court  
Kingston 5
- \*Smith, Olive (Ms.)  
St. Andrew Technical High School  
64 Spanish Town Road, Kgn. 13
- Smith, Yvonne (Ms.)  
Ocho Rios Secondary School  
Ocho Rios, St. Ann
- \*Spence, Grace (Mrs.)  
St. James Parish Library  
Montego Bay
- \*Swaby, Joan (Mrs.)  
Church Teachers College  
Mandeville
- \*Taylor, Patricia (Ms.)  
St. Anne's Secondary School  
33½ Oxford St., Kingston



\*Thaxter, Laura (Ms.)  
 Manchester High School, Mandeville

\*Thomas, Doreen (Ms.)  
 Seaforth Secondary School  
 Seaforth, St. Thomas

Thomas, Leila (Miss)  
 Director,  
 Jamaica Movement for the Advancement  
 of Literacy  
 47b South Camp Road, Kingston 4

Tyson, Jean (Mrs.)  
 The Priory School  
 32 Hope Road, Kingston 10

\*Vassell, Valerie (Mrs.)  
 St. Joseph Teachers College  
 16 Old Hope Road, Kingston 5

\*Vernon, June (Miss)  
 National Library of Jamaica  
 12 East Street, Kingston

Wallen, Joyce (Miss)  
 Jamaica Library Service,  
 Schools Services  
 2 Tom Redcam Drive, Kingston 5

White, Adlin (Rev., Dr.)  
 Church Teachers College,  
 Mandeville

Whitely, Yvonne (Ms.)  
 Franklin Town Primary School  
 4 Victoria Street, Kingston 2

\*Denotes part-time attendance only.

#### MONTSERRAT

Allen, Beatrice (Miss)  
 Public Library  
 Plymouth

#### NETHERLANDS ANTILLES

Croes, Lourdes (Ms.)  
 Public Library  
 George Madurostraat 13  
 Oranjestad, Aruba

Statia, Viola M. (Ms.)  
 Matrozenweg 7  
 Curacao, Netherlands

#### NIGERIA

Ogunsheye, F.A. (Prof.)  
 Director, Abadina Media  
 Resource Centre  
 University of Ibadan  
 Ibadan

#### NORWAY

Walmsness, Oddvar  
 Askerjardet 58  
 1370 Asker

#### ST. KITTS/NEVIS

Lanns, Pearletta (Miss)  
 Public Library  
 Basseterre

#### ST. LUCIA

Lynch-Forde, Janet (Mrs.)  
 Morne Education Complex  
 Library, Castries

#### ST. VINCENT

Small, Lorna (Mrs.)  
 Public Library  
 Kingstown

#### TRINIDAD & TOBAGO

Harris-Marcelle, Myrtle Elaine (Mrs.)  
 9 Court Drive  
 Champs Fleurs

Osbourne, Joan (Mrs.)  
 1A Coronation Street  
 St. James, Port-of-Spain

St. John, Nanci (Ms.)  
 10 Springfield Avenue  
 Real Spring Gardens  
 Valsayn Park

#### TURKS AND CAICOS

Harvey, Mary (Mrs.)  
 Public Library  
 Grand Turk

#### UNITED STATES OF AMERICA

Barth, Edward W. (Dr.)  
 Coordinating Supervisor  
 Prince Georges County Public Schools  
 13802 Loree Lane, Rockville 20853  
 Maryland

Beilke, Patricia Fay (Dr.)  
 Dept. of Library and Information  
 Science  
 Ball State University  
 Muncie, Indiana 47306

Birt, Cherridine D. (Mrs.)  
 1103 Montezuma Drive  
 Ft. Washington, Maryland 20744

Bishop, William Lynn  
 1711 Westminster Way  
 Annapolis, Maryland 21401

Caywood, Gladys R. (Mrs.)  
 382 B Deputy Land  
 Newport News, Virginia 23602

Cady, Ruth (Mrs.)  
 9482 Alderbury Street  
 Cypress, California 90630

Chastin, Lenore Ann (Miss)  
 9015 Cascadia Avenue  
 Everett, Washington 98204

Clarke, Rheta A. (Miss)  
 131 Tryon Street  
 South Glastonbury CN 06073

Cook, Richard S. II  
 17345 N.W. 18th Avenue  
 Miami, Florida 33056

Dearman, Marvene (Mrs.)  
 1471 Chevelle Drive  
 Baton Rouge, Louisiana 70806

Gerhardt, Lillian (Miss)  
 Editor, School Library Journal  
 205E 42nd St. N.Y. 10017  
 New York, U.S.A.

Golladay, Carolyn S. (Ms.)  
 396C Deputy Lane  
 Newport News, VA 23602

Hall, Howard  
 620 West Balboa Blvd.  
 Balboa, California 926661

Hegarty, Mary S. (Ms.)  
 407C Hystings Lane  
 Newport News, VA 23602

Jackson, Clara, (Dr.)  
 424 E. Summit Street  
 Kent, Ohio 44242

Johnson, June C. (Mrs.)  
 28 Sanford Drive  
 Randolph, NJ 07869

Joliffe, Barbara (Ms.)  
 1921 Hoover Avenue  
 Oakland, California 94002

Korpela, Betty (Ms.)  
 Oregon Educational Media Assn.  
 Rt. 3, Box 255, Astoria  
 ORE 97103

Lamkin, Bernice (Mrs.)  
 Forest Hills School Board  
 Grand Rapids  
 Michigan 49506

Lettieri, Claire (Ms.)  
 616 Butler Drive  
 Donmare, PA 18512

Lowrie, Jean E. (Dr.)  
 Executive Secretary, IASL  
 1006 Westmoreland, Kalamazoo  
 MI 49007

McCullough, Shirley (Ms.)  
 327 Reardon  
 St. Louis, MO 63122

Mahar, Mary Helen (Miss)  
 4000 Mass. Ave., N.W.  
 Apt. 420  
 Washington, D.C. 20016

Miller, Marilyn (Dr.)  
 University of North Carolina  
 Chapel Hill  
 NC 27514

Nelsen, Alice (Mrs.)  
 2404 Balair Drive  
 Bowie, MD 20714

Olson, Larene  
 P.O. Box 685  
 Sherwood  
 Oregon 91740  
 U.S.A.

Shafer, Anne (Ms.)  
 1585 Ridge Avenue, Apt. 301  
 Evanston IL 60201

Skrivanek, Richard F.  
 2155 Timmy Street  
 St. Paul MN 55120-1313

Styles, Judith Ann (Ms.)  
 1139C Manroe Drive  
 Boulder, CO 80303

Von der Porten, Amy (Mrs.)  
 P.O. Box 135  
 Old Bridge, NJ 08857

Winslow, Mildred (Ms.)  
 1604 Evaston  
 Kalamazoo, MI 49008

Woods, Muriel (Ms.)  
 1412 Nichols  
 Manhattan, KS 66502

Wright, Shirley (Ms.)  
 7020 Arcadia  
 University City, MO 63130

#### VENEZUELA

Rodriguez-Trujillo, Nelson (Dr.)  
 Banco del Libro  
 Apartado 5893  
 Caracas 1010-A



INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIES  
14TH ANNUAL CONFERENCE  
JULY 28 – AUGUST 2, 1985

INTERNATIONAL ASSOCIATION  
OF SCHOOL LIBRARIANSHIP

VISIT TO SCHOOL LIBRARIES

ON

WEDNESDAY JULY 31, 1985

2.00 p.m. – 4.30 p.m.

Arranged By  
School Library Service  
JAMAICA LIBRARY SERVICE

SCHEDULE OF VISITS

N.B. Group leave the Jamaica Conference Centre at 2:00 p.m.

Groups & Guides	2:10 – 3:30 p.m.	3:45 – 4:30 p.m.
GROUP I	Harbour View Primary School	Visit
Joan Hay	Mona Secondary School	to
GROUP II	St. Andrew High School for girls	the
Angella Arthurs	Half-Way-Tree Primary School	Schools
GROUP III	St. Richard's Primary School	Library
Daphne Lawrence	Immaculate Preparatory School	Service
GROUP IV	Clan Carthy Secondary School	Headquarters
Jean Tyson	St. Hugh's High School	and
	The Priory School	the
		Jamaica
		Library
		Service
		Headquarters
		Tom Redcam
		Drive

Remember: Home hospitality.  
Your host will call for you  
at your hotel/hostel as  
arranged.

## Visit to School Libraries

Visits have been arranged to some Corporate Area schools.

Please indicate at the Registration desk by Monday July 29, at 4.00 p.m. whether you wish to visit so that transportation can be arranged and the schools notified by Tuesday, July 30, of the number of visitors expected.

### The Schools

**Primary/All-Age Schools** are the first level Government-owned and supported elementary schools for children aged 6 – 11 or 6 – 15 years.

**Preparatory Schools** are also first level elementary schools for children from age 3 – 11+. They are privately owned.

**New Secondary Schools** are second level Government owned and supported schools for students aged 11+ – 17 years. Their orientation is more technical and vocational than the traditional high schools.

**High Schools** are the second level traditional grammar schools with a more academic orientation for ages 11+ – 18 years.

We have endeavoured to arrange a combination of two of the different types and hope this will be of interest to you.

### Library Provision

The books and periodicals supply of the Infant, All-Age and New Secondary Schools are provided by the Schools Library Service of the Jamaica Library Service. Funds for this purpose are allocated in the Annual Budget received from the Ministry of Education.

Few of the libraries are manned by Librarians.

The Preparatory School collections are generally provided and maintained by fund raising efforts and donations as these schools are privately owned and supported institutions.

Few libraries are supervised by librarians.

High Schools which receive grants in aid of their operations from the Ministry of Education, make their own provision for books and other material from this grant and from fund raising and donations. Parent Teachers Association and Old Students groups are the main source of support.

Increasingly trained professionals are being employed to maintain these collections though most have teaching duties in specific subject areas.

### Schools Included in the Tour

St. Richard's Primary  
126 Red Hills Rd., Kgn. 19

Principal	Sister M. Cabrini
Type of School	Government funded Primary for ages 6 – 11+
No. of Staff	—
No. of Students	1081
Library Provision	Schools Library Service
Library Accommodation	50 students
Collections:	
Books	1887
Others	Periodicals



Personnel	Mrs. R.A. Campbell Teacher/Librarian assisted by monitors
Operation:	
Opening hours	
Activities	All classes scheduled for Library Periods. Story telling etc. Very library- oriented school community. Recently, Teacher/Librarian not full time.

**Immaculate Conception Preparatory**  
153 Constant Spring Rd., Kgn. 8

Principal	Sister Mary Murphy, O.S.F.
Type of School	Church sponsored, privately funded for ages 6 – 11+
No. of Staff	21
No. of Students	440
Library Provision	Fund raising
Library Accommodation	48 students
Collections:	
Books	3630 approx.
Others	Pamphlets, periodicals, cassettes, records
Personnel	Teacher/Librarian, Monitors
Operations:	
Opening Hours	8:00 a.m. – 2:00 p.m. Regular class periods of 40 minutes.
Activities	Teaching of Library skills, story hours.

**Half-Way-Tree Primary**  
Burlington Ave., Kingston 10

Principal	Miss W. Guy
Type of School	Government funded Primary for ages 6-11+
No. of Staff	—
No. of Students	1248
Library Provision	Schools Library Service and donations e.g. National Commercial Bank gave chairs and books.

Library Accommodation	50 students
Collections:	
Books	1,385 (+ 200 gifts)
Other	Periodicals
Personnel	Mrs. H. Henry-Johnson Teacher/Librarian
Operations:	
Schedules	Scheduled library periods. One of the new buildings with increased space for library.

Harbour View Primary  
Martello Drive., Kgn. 17

Principal	Mrs. A. Nelson, M.A.
Type of School	Government funded primary for ages 6 – 11+
No. of Staff	30
No of Students	1580
Library Provision	Schools Library Service and fund-raising activities
Library Accommodation	50 students
Collections:	
Books	2662
Others	Periodicals, T.V., Folm Projector
Personnel	Mrs. Desrene Morgan Teacher/Librarian with help from other staff
Operations:	
Opening hours	8:30 a.m. – 1:30 p.m.
Schedules	Library periods scheduled for most classes in library.
Activities	Story telling, lending research

St. Hugh's High School  
Leinster Avenue, Kingston 5

Principal	Miss M. Thomas, B.A., Dip. Ed.
Type of School	Traditional Grammar School (for girls only)
No. of Staff	74
No. of Students	1500
Library Provision	Lending and Reference area 69' x 29' in addition to browsing area, office and workroom Seating for 50. Island units and wall shelving with cupboards for special material.



Collection:  
Books  
Others

Approx. 8000 vols.  
Periodicals, pamphlets, newspaper  
clippings, illustrations.  
Catalogue of Audio Visual material  
equipment kept in subject  
departments.

Personnel

Librarian: Mrs. F. Edwards, BA., A.L.A.  
with assistance from Clerical/Typist  
and Library Committee of sixth formers.

Operations

7:00 a.m. – 3:30 p.m.  
Scheduled library periods for 1st  
formers (Grade 7), 5th and 6th forms.  
Library free to all students and  
staff.

Activities

Photocopying service offered.

St. Andrew High School  
Cecelio Avenue, Kgn. 10

Principal  
Type of School

Mrs. M.J. Reader, B.A.  
Traditional Grammer School  
(for girls only)

No. of Staff

70 Academic, 13 Admin.  
22 Ancillary

No. of Students

1500

Library Provision

Ministry of Education by per  
capita grant-in-aid, Fund-raising,  
donations

Library  
Accommodation

3037.41 sq. Lending and  
office area, Reference Room and  
classroom. Has seating for  
60 including 16 carrels and 12  
reference tables plus 20 seats in classroom.  
Wall mounted shelving and  
island units also cupboards  
for special materials.

The Priory School  
32 Hope Road, Kgn. 10

Principal	Mr. Patrick Bourke, M.A.
Type of School	Independent Kindergarten, Preparatory and High School, supported by fees. For ages 3½ – 17+
No. of Staff	75
No. of Students	600
Library Provision	Fund derived from the school's budget, fines, book sales, gifts.
Library Accommodation	Room 2,400 sq. ft., with carrels and seating for approximately 100.
Collections:	
Books	13,000
Others	Periodicals, pamphlets, A-V material
Personnel	Librarian: Mrs. J. Tyson B.A., M.L.S., Assistant Librarian: Miss R. Runcie, B.A. Parent volunteers
Operations	
Opening hours	7:30 a.m. – 3:30 p.m.
Activities	Lending and Reference service to staff and students. Scheduled classes for teaching Library skills to Junior grades. Catalogue (card) Author, title, subject. Classification – Dewey Participates in the Schools' Annual 'International Festival'.

Mona Secondary School  
Mona Rd., Kgn. 6

Principal	Mrs. A. Lowe, M.A.
Type of School	New Secondary – Government funded for ages 11+ – 17
No. of Staff	47
No. of Students	1123
Library Provision	Schools Library Service
Library Accommodation	40 students
Collections:	
Books	2401
Others	Periodicals
Personnel	Miss N.J. Wint Teacher/Librarian (with other teaching duties). Did library option in College.
Operations:	
Opening hours	7:40 a.m. – 2:10 p.m. (but library closed when Librarian in other classes)
Activities	Lending and Reference. Assistance to students.

Clan Carty Secondary School  
1 Deanery Rd., Kgn. 16

Principal	Miss Dorrell S. Chambers
Type of School	Government funded New Secondary for ages 11+ – 17
No. of Staff	60
No. of Students	1760
Library Provision	Schools Library Service
Library Accommodation	Seating accommodation for 100 students
Collections:	
Books	2239
Others	Periodicals
Personnel	Miss M. James (completing degree in Library Studies, U.W.I. and Miss Claudine Allen



Operations:  
Opening hours  
Activities

7:30 a.m. — 5:30 p.m.

Lending and reference  
activities

## PROGRAMME

### CHAIRMAN

Mrs. Amy Robertson  
Chairman, Organising Committee

Flag Raising Ceremony

Professor John G. Wright  
Vice-President  
International Association of School  
Librarianship (IASL)

Welcome

Mr. Michael J. Cooke  
President, IASL

Greetings

Mrs. Sybil Iton  
President  
Jamaica Library Association (JLA)

Mr. Cecil Turner  
Permanent Secretary  
Ministry of Education

Professor Sigrun Hannesdottir  
Representative  
International Federation of Library  
Associations (IFLA)

Jamaica Reading Association (J.R.A.)

Miss Stephney Ferguson  
Vice-President  
Commonwealth Library Association (COMLA)

Opening Address

The Hon. Mike Henry, M.P.  
Minister of State for Culture  
Office of the Prime Minister

Vote of Thanks

Dr. Jean E. Lowrie  
Executive Secretary, IASL

IASL 14TH ANNUAL CONFERENCE  
MONDAY, JULY 29, 1985  
REPORT ON THE OPENING SESSION

The Opening Session of the 14th Annual Conference of IASL was chaired by Mrs. Amy Robertson, Chairman, Organizing Committee.

Mrs. Robertson welcomed participants, delegates and distinguished guests to the Conference and invited IASL Board Members to introduce themselves to the conference.

Professor John C. Wright, President, IASL, conducted the flag ceremony. In this ceremony delegates representing the School Libraries Association within IASL raised the flag of their country/state/province and gave a brief word of greeting.

The following Association were represented:—

1. Jamaica Library Association – Schools Section
2. Canadian Association of School Libraries
3. Albertha Teachers Association
4. Danish School Libraries Association
5. Iceland School Libraries Association
6. Venezuela Teachers Association
7. Nigerian School Libraries Association
8. The Nadic Association of School Librarians
9. American Association of School Librarians
10. Oregon Educational Media Centre
11. School Association of United Kingdom
12. Nova Scotia School Libraries Association.

The Chairman recognised the affiliates of IASL and gave an opportunity for them to greet the Conference. Professor Sigrun Hannesdottir expressed greetings on behalf of the President of WCOTP, Mr. Michael Cooke. President IASL also expressed word of welcome and greetings. Greetings were also extended by Miss Stephney Ferguson, Vice-President, COMLA, and Mrs. Sybil Iton, President, Jamaica Library Association.

The Chairman invited Caribbean delegates to identify themselves and state the country they represented.

Greetings to the Conference were also conveyed by Mr. Turner, Permanent Secretary, Ministry of Education. He apologised for the absence of the Minister of Education who was overseas on matters of state.

He also pledged his ministry's commitment to the School Library Service.

The Chairman then introduced the Guest Speaker, the Hon. Lester Michael Henry, Minister of State for Culture, Office of the Prime Minister. In his speech, he stressed three main areas:—

1. Professionalism of Librarians
2. Role of Libraries in Education
3. Innovations and Creativity that Librarians can bring about under severe economic constraint.

Dr. Jean Lowrie, Executive Secretary, IASL, moved the Vote of Thanks. She expressed thanks to the Speaker, Chairman of the Main Planning Committees for the hard work put in the organization of the Conference, the Press, Security and everyone involved in the Conference.

PROGRAMME

CHAIRMAN'S OPENING REMARKS	—	Mrs. S.M. Iton President Jamaica Library Association
GREETINGS	—	Mr. Michael J. Cooke President International Association of School Librarianship
GUEST SPEAKER	—	The Honourable Hector Wynter, O.J. Deputy Chairman Jamaica National Commission for UNESCO
VOTE OF THANKS	—	Mrs. Amy Robertson Chairman IASL Planning Committee
CHAIRMAN'S CLOSING REMARKS	—	Mrs. S.M. Iton

\* \* \* \* \*

REPORT ON THE OPENING OF THE EXHIBITION  
'Resources for Libraries'

One of the highlights of the Conference was an exhibition titled 'Resources for Libraries'. Twelve exhibitors comprising publishers, Government agencies, computer and education equipment firms displayed a varied and exciting range of books and exhibits. The work of English-speaking Caribbean writers was well represented and gave overseas delegates some idea of the depth and range of literature being produced in the region.

Prior to the official opening of the exhibition by Hon. Hector Wynter, O.J., Mr. Michael Cooke, President of IASL brought the greetings of the Association.

Mr. Wynter, Deputy Chairman of the Jamaica National Commission for UNESCO, and former Chairman of the Jamaica Library Board, welcomed the delegates on their return to Jamaica especially at the time when the country was celebrating its 23rd anniversary of Independence. He spoke of the concern of UNESCO about the 'relative insufficiency' of written material in a developing country, where traditions are largely oral, and expressed his delight in the development of writings about the country and region which has been taking place over the past thirty years.

He wondered whether local writers could have produced as well as the Nicaraguan Ruben Darrio in their home environments, or whether they needed to migrate as most of them had done.

Speaking of the work of Vidia Naipaul, whom he reckoned as the best-known West Indian novelist and prose writer, he suggested that regional writers try to develop the satirical form of which Naipaul is an exponent.

Mr. Wynter said he was pleased that UNESCO was able to make some contribution to the Conference and praised the local library community for its responsibility which he said was a source of pride to persons like himself who had to represent the country overseas.

Referring to the years of the early 30's and 40's when there were no school libraries, and individuals like his own Headmaster set up rudimentary libraries and introduced books and reading to students, the speaker encouraged both librarians and publishers to continue working towards their mutual development and to the development of libraries. He ended by wishing the Association an 'extraordinary good Con-



ference in which new ideas which would help to foster the development of school library programmes throughout all their countries and promote the professional preparation of school librarians, would emerge.

Chairman of the function was the Director of the Jamaica Library Service, Mrs. Sybol Iton who coordinated the exhibition.

### OPENING SPEECH OF EXHIBITION

By The Honourable Hector Wynter, O.J.

Chairman

Jamaica National Commission for UNESCO

Madam Chairman, ladies and gentlemen and particularly the members of this Association who have come from outside of Jamaica, I should like to welcome you all here. Mr. Cooke, your colleagues, we're delighted that something which began in Jamaica fourteen years ago in 1971 is still very much alive and appears to have grown in strength. It was appropriate I believe, that this International Association should have been born in Jamaica as a part or as an outgrowth of the conference of the name of the WCOTP (it's a very difficult thing to remember), the World Federation of Organization of the Teaching Profession — WCOTP, and the International Association of School Librarianship began then, and I understand that you are a member of both the International Association and WCOTP naturally. Your policy I am told is to meet in a different country every year, in order to foster interest and participation. I note that you have met in Nigeria, Australia, Denmark, Venezuela, U.K., Canada, Germany and Hawaii, that is in recent years, but that you love Jamaica so much that you are meeting here for the second time.

And it is appropriate too that you should be meeting when Jamaica is celebrating its 23rd year of existence as an independent country and today it gave me and I am sure many Jamaicans and many Caribbean citizens, a special pride to have witnessed via our television, the most impressive victory by the Jamaican World Champion Junior Middle-weight Champion holder, when, as he said in the after victory interview, he said that he understood that Mr. Braxton his challenger had been training for a body attack because McCallum is known as the body snatcher because he attacks the body and gets the head down and knocks out his opponent. So he said he tricked Braxton by not going to the body but to the head, and of course the referee stopped the fight because Braxton had suffered a very serious cut over one eye but at that stage McCallum was really beating him as the commentators said "Mr. Braxton's legs have become rubbery and his punches have become feathery". So it is a good thing that you are here when we have this kind of boost to our celebration coming as it has done the first day of the week of this long week of celebrations to be climaxed on Monday, August the 5th, which is the 23rd anniversary of our Independence.

The UNESCO is of course very concerned about the relative insufficiency of written material in the developing countries, because as you know our traditions have been oral and having been Editor of one newspaper in Jamaica for eleven years, I can understand the problem that we face. People will find it easy for example to ring "Public Eye" or "Hot Line" and to talk, but they find it very difficult to put that talk into black and white, because when the letters reach us, very often they are so stilted as people try to put them in English, alas English which is no longer used in conversation, and of course if people writing would only write the way they speak, and if they spoke the King's English or the Queen's (it shows how old I am), then of course we would have a much richer treasure of the written word. So the importance of this exhibition to me, is to have seen very quickly of course, that we have advanced in the last thirty years or so in the Caribbean in improving the stock of writings about our region and about our country. And I should like to commend the Jamaica Library Service for the excellent bibliography which they have put together of the several types of literature which we have produced as a region. Of course one of the sad things about small areas is that writers can't normally make a living in their small country, but then writers are not peculiar, our best writers have to go overseas, especially at a young age in order to make a living from their writing. And some day I hope to see an analysis done of the impact on our young writers of the external environment on their development over two or three decades and to speculate as to whether if they had stayed in the Caribbean environment whether their creative genius would have been enhanced by that or whether new experiences to which they have been exposed in the new international environment seemed to have helped them in a way they could not be helped here. It's a very difficult thing to speculate

about. Some of you well know about the famous poet of Nicaragua Ruben Darrio, who it is said, liberated Spanish poetry at the end of the nineteenth century and the beginning of the twentieth century. Because he was a part of that school which you call the aesthetic school, the art for art's sake, where he saw poetry as music and his poetry really liberated Spanish poetry from the dead hand of the catechism of the 18th and 19th century. I mention him because the amazing thing was that Ruben Darrio was writing very good poetry without having left Nicaragua and his name is still a mighty name to reckon with in the literature of this region, the Latin American and Caribbean Region.

And we ourselves have produced some great writers, perhaps the greatest or perhaps the most well known is Vidia Naipaul of Trinidad and Tobago who left Trinidad, went to Oxford University and after getting his degree began writing and he never really returned to live in Trinidad, but I would dare say that he is certainly the foremost West Indian novelist and writer, prose writer. As you all know an attempt was made in two successive years to have him elected the Noble Prize Winner for literature, and the attempts have not been successful so far. But Naipaul is not an old man and he will keep on writing brilliant novels. I suggest that you read his works those of you who have not done so, and those who have read one, please read more. It is worthwhile reading especially as he is a controversial observer of the scene in Africa, in India, in the Caribbean and elsewhere. He writes; he is a great Satirist and that is something which we should try and develop in our area.

But I came here not to talk to you about Naipaul or Darrio but to open this pleasing exhibition. I note with great interest, that among the exhibitors those which I have seen, you have Longman Jamaica Limited, Sangster's Book Stores, the HEART Trust, Caribbean Education Company, and my own old company, Gleaner Company, 150 years old – well 151 years old, and I was very intrigued by the Elliston Education Equipment, I now have to take home to my young son a little paper train, he will probably ask me for the engine. And there are of course the Kingston Book Shop, Heinemann Educational Books, Jamaica Library Association and JAMAL. I understand the Kingston Publishers and the National Cash Register and the Ministry of Education are down to exhibit also, so by the time you start your conference tomorrow, they may well be here.

Madam Chairman, UNESCO has been very pleased to be associated with the workshop of Caribbean School Librarians and we were glad that we were able to make a small financial contribution towards the success of the workshop, which has been incorporated into this our conference on resources. You know, one of the side benefits of Jamaica's exchange rate auction is that organizations like UNESCO which say up to five years ago in granting say, \$5,000 US would realize that that came to only \$10,000 TT. Now we can grant \$5,000 US and know that it is about \$30,000 J. And so I am going to suggest to any of my colleagues who came to speak at these functions, don't refer to the grant in Jamaican dollars. So we were very pleased to have been able to make this grant. One of the interesting and pleasing things to us who go and represent our country at UNESCO is that we can always feel with pride that anything requested by the Jamaica Library Service or the National Library or the Association of Librarians or, of course, your International Association, anything requested and granted will be well spent, well reported on, which is the only guarantee for further grants.

Because, in Jamaica's relatively short period of librarian development, you young people, especially Jamaicans who are in the audience, will believe that we always had a Library Service, will believe that we always had a National Library, will believe that we always had school libraries and book service points. No Way! When I went to school in the 30's and early 40's we had only the Institute of Jamaica which you could join by paying five shillings a year, and you got your book by post, and of course naturally you didn't get many books, and there were few private libraries. But to talk about a school library, and certainly at my school the most distinguished school over 250 years, we didn't have a school library until Louis Davidson, a great man, came to Jamaica from Scotland and began a rudimentary school library. And more than that, and that's why I mention it, more than that it's not enough to have a library which means a collection of books. What Louis Davidson did was to introduce us to the use of the library and to reading. And he just didn't say to us "take this book and read it". What he did was, he gave us a timetable to read this book.



I remember as a fifteen year old my first serious book was *Ends and Means* by Albert Hopsley, and he gave me two weeks and I had to go back to his house at the end of the two weeks and he sat down and drilled me on the book. Now that's making use of reading and use of our rudimentary library. Today of course things are much better and it is a good thing to see so many publishers coming to Jamaica, setting up shops and staying here. I used to be a Director of Longmans before they began to contract and I am glad to see that they are still here and that the Lady Bird Books appear to be doing well.

So Madam Chairman, may I welcome you, Mr. Cooke, his vice president, committee and members and wish for you a most exciting period, and in your conference I hope that you will come with new ideas which would help to foster the development of school library programmes throughout all our countries and to promote the professional preparation of school librarians. One of the fascinating thing is that, you see what the librarians do, especially the school librarians, don't believe that they haven't been striking or because they haven't been protesting like the teachers that they are well paid. No Way! What they have seemed to have done is to say "OK teachers, you are the battering ram, we will follow up behind" because the problem with school librarians is that they can't go on strike, because the library has to remain open and it is one of the problems that I know you face. And that's why politicians should always be over kind to the librarians of our country, not just Jamaican but of all the countries represented here.

May you have an extraordinarily good conference and may you who have exhibited not feel that you wasted your time, and may all those who come and look at your exhibits feel a sense of pride at the achievements of the Caribbean and in the development of libraries and particularly in the development of publishers.

I congratulate you all and I have great pleasure in opening this exhibition.



## MINUTES OF 1985 IASL ANNUAL GENERAL ASSEMBLY

The annual meeting of the general assembly of the International Association of School Librarianship was called to order by President Michael Cooke on Friday, August 2, 1985 at 10:45 a.m.

After extending a welcome to the delegates, President Cooke presented his annual report. (Attached). The 1984 Minutes of the General Assembly meeting were read by the Executive Secretary. No corrections or additions had been received and the minutes were then approved by consensus.

Highlights from the Executive Secretary's report to the board were presented. The continuing increase in postage is making the cost of Newsletter rise correspondingly. Approximately 1/3 of our budget goes for this important communication channel. Membership remains at the same level. Is this an insurmountable plateau? Association relationships are being studied by the board as growth in this area of membership increases. The purchase of the Apple II E computer and a Silver Reed image printer will make it easier to maintain membership files and other records and correspondence. Contact has been made through the Secretary's visit with the China Society for Library and Information Science and we hope for closer relationships. The new voting representative from IASL on the IFLA school library section is Lucille Thomas (N.Y.C.) and Dr. Selma Richardson (Univ. of Illinois) will represent us in the Children's Services Section. The statement prepared for WCOTP on "The Role of the School Library" has been fully accepted by that body and distributed to all of their member educational associations. This is available in quantity from IASL and should be distributed widely. A new publication, "Indicators of Quality for School Library Media Programmes" has just been published jointly with the Illinois Association for Media in Education. This is an excellent guide to evaluation for librarians and administrators. "Support a Friend" programme to help persons in developing countries who wish to become IASL members but cannot send money out of their country is moving well. We welcome contributions to this.

The financial report for 1984-1985 was presented by Howard Hall, treasurer. It was approved and placed on file. The Budget for 1985-86 as approved by the Board was presented. It should be noted that the large amount under office expense (\$3,547.99) included the cost of the computer and printer; the extra expense under printing included a heavy rerun of past proceedings to fill order requests. (Both reports are attached).

Vice President Wright, chair of the Assembly of Associations reported that representatives from 13 associations plus IFLA and WCOTP were present. Written greetings from two countries were also received. The revised By-laws will contain a new Article formally constituting the Assembly as a section of IASL. Delegates agreed that information re constitutions, legislation, policies etc. should be collected to be shared. The National School Library Associations Directory will be revised. Ways in which to have programme input in future conferences were discussed. It was also decided that the current representative would remain in that position until the next meeting in order to provide better continuity.

Alice Nelsen, Chair of the Membership Committee made a plea for new members – join and bring in a friend; recruit in your community and association; support a friend; give a gift membership to a specific person. Each person has a responsibility in this area.

In the absence of Lucille Thomas, Chair, the report on the Unesco Gift Book programme No. 554 was given by Anne Shafer. (Report appended). A collection was again taken at the end of the meeting. The need in this area is great and members were urged to give generously.

The President appointed the following to act as tellers for the election: Marjorie Hargreaves (UK) and Richard Cook (USA).

The report of the nominating committee was made by Sigrun Hannisdottir (Iceland) Chair. The full report is attached. Nominations were:

Vice President	John Wright
Director from Europe	Barbara Janzer
	Flemming Sorensen
	Oddvar Walmsnes
	Johannes Wiese
Director from Australia	Ann Parry.

Wright, Walmsness and Party were elected by written ballot.

The 1986 Nominating Committee will be chaired by Richard Skrivanek (USA). Nominations for President and directors from Canada and Latin America will be sought.

Announcement was made that the revised By-laws would be distributed to all members (individual and association) early in 1986. All persons would then have time to read, discuss and prepare suggestions or revisions for the annual meeting in Halifax in August 1986.

An invitation to attend the 1986 IASL conference was extended by Shirley Coulter, Coordinator of School Libraries, Halifax, Nova Scotia, Canada. The theme will be "School Libraries: Window on the World". An interesting slide presentation was given highlighting some of the areas to be included in the pre conference study tour and a call for papers was included.

Two resolutions were presented to the delegates.

1. A resolution from the Assembly of Associations to the general Assembly of IASL:  
To support the suggestion recorded by the Assembly of Associations in Hawaii that up to one day of the IASL conference be devoted to association matters and, to experiment with the recommendation. It was moved by B. Anderson (Jamaica) and seconded by T. Ogunshye (Nigeria) that the local planning committee for the 1986 conference in Halifax be asked to allot a full morning (one half day) session to the Assembly for programme purposes. Carried.
2. On behalf of all the IASL conference attendees, I propose a resolution of sincere thanks to the distinguished conference chairman, Amy Robertson, and her planning committee, to all the individual committees, firms, organizations, institutions and the media whose names are listed in the programme booklet; thank you to all the speakers and presenters and a special thanks to all those wonderful people who spent hours at the registration desk and those who sat at the table outside this room distributing papers, answering questions and so much more.;

A thank you also to the IASL board and all members who attended this 14th annual IASL conference in Jamaica for making it such an outstanding one. Betty Korpela (Oregon, USA) accepted with standing ovation.

Jean E. Lowrie  
Executive Secretary.



My second year as President of the Association has been a busy one. It started very early with my visit to Japan, immediately following the IASL conference in Hawaii, where I was able to represent the Association at the 24th National Conference of the Japan School Library Association. This was an exciting experience, taking part in such a large vibrant gathering of our Japanese colleagues and giving me a chance to meet a few of our Japanese members personally, thanks to the arrangements made by our Director, Mieko Nagakura. I hope my presence helped to cement our relationships.

I wish I could report increased involvement of the membership in our activities, but once again I have to say it is only a small band of members who accept the challenge and, in spite of their own busy personal and professional lives, find the time to give to the work of the association. The burden on the few would be less if more of the membership were willing to become involved.

This year saw the election of a new Treasurer Howard Hall, who has found the requirements of the position too demanding, in a year, in which poor health sapped his energies and his school post required so much of his time. He has therefore tendered his resignation which the Board has reluctantly accepted. That now means we need to find a Treasurer who can consolidate and develop this important area of our administration, and give us stability in this office.

To help our administration at Kalamazoo we have installed a microcomputer and word processor. We hope this will improve our efficiency and give us more flexible information on our membership. The Executive Secretary, Dr. Jean Lowrie, continues to give us valuable guidance in our administration and on your behalf I must sincerely thank her for carrying this burden of responsibility for so long.

Dr. Judith Higgins is now well established as the editor of the Newsletter. We are trying to make this publication representative of the wide range of interests in our membership. Your contributions are always needed. Our thanks to Judith for maintaining a high standard over this last year.

The committees of the Association have not caused any headlines this year and in fact the Public Relations Committee has been without a chair for the whole of the year, as Ruth Waldrop felt the need to resign for health reasons and as I prepare this report, I still have not found a replacement.

The Nomination Committee is an important one and this year under the chair of Sigrum Hannesdottir from Iceland, the vacancy for the European Director brought four nominations. If only our membership in Europe was as large as this interest indicates. We must find ways of developing this area with both individual and association memberships. Perhaps we need to look again at Regional Developments as we are seriously under represented in Europe.

This year Axel Wisbom and Valerie Packer retire from the Board after serving for two terms. We are grateful for their work for the Association in this capacity.

At the conference in Hawaii, the analysis of the questionnaire on attendance at IASL conferences organised by the Research and Statistics Committee, was presented. The suggestion was made that we should look at the possibility of moving away from an annual conference, with a biennial conference as a possibility. Attendance at the annual conference is getting more and more expensive and we do not always attract as wide a range of representatives from around the world as we would like, but would this improve if we met less frequently? This is a decision we need your help to get to grips with, but in the meantime your Board must continue to plan for future venues on an annual basis. Next year we are in Halifax, Nova Scotia where an exciting programme has been organised for us. I do hope we shall all give it our full support. In 1987 we are looking at the possibility of Tanzania and 1988 may be a good time to return to Australia.

This year we took up the challenge posed by Jean Lowrie about the future of the Association and we established a Task Force sub-committee under the chairmanship of Joan Brewer to critically analyse our past and advice and recommend for our future.

The revision of the By-laws and Procedures has continued this year and the prints of that endeavour should soon be visible to all.



Finally, we are always pleased to hear from members about the things they think we should (or should not) be doing. The Board of Directors and its Officers are only here to serve the interests of the Association and that means you all, as individuals or association members.

Michael J. Cooke

July 1985.

## INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP

Financial Report – IASL  
July 1, 1984 – June 30, 1985

Income	Budgeted	Actual
Membership		
a. Associations	\$ 500.00	\$ 310.00
b. Individuals	5,000.00	5,822.55
Sales of Publications	1,400.00	1,059.00
Contributions	300.00	295.50
UNESCO Project Gifts	—	292.00
Support a friend	—	180.00
Conference Income	1,000.00	500.00
	8,200.00	8,459.05
Expenditures		
President's Expenses	150.00	—
Executive Secretary's Expense	200.00	202.61
Treasurer's Expense (New Checks)	—	6.38
Secretarial	1,300.00	1,235.25
Board Meeting Expenses	—	312.00
IFLA Dues	300.00	183.83
WCOTP Dues	100.00	—
Printing (including duplicating and photocopying)	1,300.00	4,160.00
Filing Tax Exempt Status	5.00	5.00
Newsletter		7.58
a. Clerical (Typing & Paper)	150.00	1,964.70
b. Postage	2,200.00	117.10
c. Editor's Expense	100.00	
Proceedings		1,705.11
a. Printing	150.00	85.71
b. Postage	450.00	
Collection Charges on Foreign Checks and Bank Charges	45.00	63.39
Telephone & Miscellaneous Office Expense		
a. Telephone 3.89 )		
b. General Postage 710.30 )	650.00	3,547.99
c. Miscellaneous 2,833.80 )		
Conference Assistance	1,000.00	—
	8,100.00	13,597.15

Additional Expenses from Other Accts.			
UNESCO Cooperative Action Programme			292.00
(Gifts collected with dues)			
Mary Suzanne Hegarty (T-Shirts			
and postage)			97.89
American Library Assn. (UNESCO			
Project Expenses)			41.40
McVicker and Higgenbotham (UNESCO Books			183.36
for Children folder distribution)			
	Total Exp.		14,211.80
Checking Plus Interest Account Balance			
June 30, 1984			\$ 817.21
Total deposits (1984-85 Fiscal Yr.)	\$ 9,405.17		
Savings Account transfer	7,555.39		
Checking Account Interest	532.75		
C D Interest	1,023.10		
Miscellaneous credit	140.69		
Total credits to account	18,657.10	+	18,657.10
Checks Written	14,142.03		
Exchange Charges on checks	63.39		
New checks ordered	6.38		
Total debits to account	14,211.80	-	14,211.80
Difference between income and expenditure		+	4,445.30
June 30, 1985			<u>5,262.51</u>
Current Resources			
Certificate of Deposit:			
Wales Conference			10,000.00
Canadian Conference			5,000.00
Current Checking Balance			<u>5,262.51</u>
			<u>20,262.51</u>

*Audited by*  
 Donald B. Beatty  
 Mathematics Department  
 Corona Del Mar High School  
 Corona Del Mar, California  
 July 24, 1985



Proposed Budget 1985-86

Income	Budgeted 1984-85	Actual	Proposed
Membership			
a. Association	\$ 500.00	310.00	500.00
b. Individual	5,000.00	5,822.55	5,350.00
c. Support A Friend	—	180.00	200.00
Sale of Publications	1,400.00	1,059.00	1,300.00
Contributions	300.00	295.50	300.00
UNESCO Project Gifts	—	292.00	—
Conference Income	1,000.00	500.00	1,000.00
			<u>8,650.00</u>
Expenditures			
President's Expenses	150.00	—	150.00
Executive Secretary	200.00	202.61	200.00
Treasurer's Expenses	—	6.38	100.00
Secretarial	1,300.00	1,235.25	1,500.00
Board Meeting Expenses	—	312.00	300.00
IFLA Dues	300.00	183.83	200.00
WCOTP Dues	100.00	—	100.00
Printing (Includes duplicating & Photocopying)	1,300.00	4,160.50	1,300.00
Filing Tax Exempt Status	5.00	5.00	5.00
Newsletter			
a. Clerical (typing & paper)	150.00	7.58	150.00
b. Postage	2,200.00	1,964.70	2,200.00
c. Editor's Expense	100.00	117.10	150.00
Proceedings			
a. Printing	150.00	1,705.11	150.00
b. Postage	450.00	85.7	350.00
Collection Charges on Foreign Checks and Bank Charges	45.00	63.39	45.00
Office Expense	650.00	3,547.99	650.00
a. Telephone			
b. General Postage			
c. Miscellaneous			
Committee Expenses	100.00	—	100.00
Conference Assistance	1,000.00	—	1,000.00
			<u>8,650.00</u>

Howard L. Hall  
Treasurer.

ANNUAL REPORT  
IASL/UNESCO GIFT BOOK PROGRAMME  
No. 554

August 1984 Amount Brought Forward	US\$1981.00
8/84 – 7/15/85 Donations	778.00
Contribution from UNESCO General Fund	<u>1007.00</u>
	US\$3766.00
Disbursed	– US\$2000.00
Lavington Primary School *	
P.O. Box 25044	
Nairobi, Kenya	
c/o Mrs. F. K. L. Mutinda. Headmistress	
Balance on hand 7/15/85	<u>US\$1766.00</u>

SPECIAL PROMOTION – The promotion brochure for IASL/UNESCO Project 554 (attached) was mailed to each member of IASL. One hundred and eighty three dollars and thirty six cents was paid to MacVicker and Higginbotham for handling and postage. This amount was paid from the grant given to IASL to promote the project. Unfortunately the special mailing yielded few contributions. Our donations are less than last year.

SPECIAL APPEAL – I am making a special appeal to the members of the Board and the members of IASL to make a stronger commitment to this project.

\* Jean Lowrie and I visited this school last year during the IFLA Conference in Nairobi.

Submitted by:  
Lucille C. Thomas  
Coordinator  
IASL/UNESCO Project 554

**PRESENTATION OF RESEARCH BY IASL MEMBERS**

Report by K.M. Mungo, Session Leader

Miss Mungo introduced the session by pointing out that it was the first time that such a session was being included in the I.A.S.L. conference. It was intended to be a period in which members could share with the assembly news of research projects in which they were involved.

She began by defining research as "conscious premeditated enquiry", which involved both the collection of data and the analysis of collected data to test hypotheses. The benefits of such planned research were as follows:—

1. Research assists in distinguishing between significant and insignificant issues.
2. Accumulated research findings aid in the development of the profession.
3. Research adds to the body of professional knowledge.

The relevance of all this to IASL was that IASL's value as a professional body would be enhanced by the amount of research done by its members, and the applicability of this research to school library development. She had therefore begun to compile a document "Current research in school librarianship — an inventory of work being done by members of IASL". A short list presented at the session reported 24 research projects in progress and gave detailed descriptions of 3 of them.

Miss Mungo asked IASL members who had not yet completed their questionnaires for this inventory to do so and return them as soon as possible. She then informed the meeting that some members of IASL present at the meeting were going to share their research.

1. Dr. Nelson Rocriquez Trujillo, head of the Banco del libro of Venezuela presented a summary of his research on "The Role of School and Family in the Development of Reading Habits". He pointed out that from his studies it was confirmed that the children who were rated as good readers in the survey had the following backgrounds:—

- a) Their mothers read more books than those of the non-readers.
- b) They had more books at home than the non-readers.
  - their parents asked them to read
  - they were read to as children.

His research showed that teachers' reading habits influenced the reading ability of children; this was also significantly influenced by the existence of a school library, which neutralized the negative effects of poor reading habits in the home.

2. Prof. John Wright, of the University of Alberta School of Library Science, was also invited to present his research; he promised to document and forward it to the IASL Secretariat for distribution at a later date.
3. Dr. Marilyn Miller, of the University of North Carolina at Chapel Hill, informed the meeting of various research projects in which she had been involved. Among these were
  - a) Library education options for students.
  - b) The relationship between time spent by librarians in formal planning with teachers and curriculum development.
  - c) Problems involved in school library participation in networks.

At the end of the session participants expressed the opinion that a period for presentation of research should always be included in future conferences.

CURRENT RESEARCH IN SCHOOL LIBRARIANSHIP:  
AN INVENTORY OF WORK BEING DONE BY MEMBERS OF IASL

Compiled by K.M. Mungo

<u>RESEARCHER'S NAME</u>	<u>COUNTRY</u>	<u>TITLE OF PROJECT</u>
Aaronshon, Tamar T.	Israel	Elementary school libraries in Israel
Dakashinamurti, Ganga B.	Canada	Attitudes of Canadian school library personnel towards microcomputer applications in school libraries
Forde, Janet Lynch	St. Lucia, W.I.	School libraries in St. Lucia, 1985–1986
Galler, Anne M.E. Locke, Joanne	Canada	Canadian illustrators of children's literature since 1900: a bio-bibliography
Hauck, Philomena	Canada	Role of the teacher/librarian: present and future
Haycock, Ken	Canada	Research in school librarianship: a state of the art review
*Henri, James	Australia	Distance education for school librarianship



Jackson, Clara O.	U.S.A.	Children's libraries around the world
Kirk, Joyce	Australia	Images of the elderly in children's books
McIsaac, Marina Stock	U.S.A.	Perception of sex role stereotypes in pictures: a multidimensional analysis
Mungo, Katie May	Jamaica, W.I.	Development of children's library services – public and school – in the English-speaking Caribbean
” ” ”	” ”	Education and training of school library personnel in the English-speaking Caribbean
*Overduin, Peter C. J.	South Africa	School librarianship in South Africa: a critical evaluation
Pain, Helen	U.K.	Education of school librarians in the United Kingdom
Potter, Karlheinz	West Germany	Organization of media in schools
Spirit, Diana L.	U.S.A.	Choosing books for young people, 1976 – 1983
*Stannett, Annette	U.K.	Students' tasks and use of resources
Sverrisdottir, Ingibjorg	Iceland	Publishing of non-fiction literature for children in Iceland, 1974 – 1983
Taylor, Anne	U.K.	Images of the West Indies in children's fiction
Trujillo, Nelson Rodriguez	Venezuela	Reading preferences of school children
” ” ”	”	Role of school and family in the development of reading habits
Werkgroep School – bibliothecassen (School Librarians' Committee)	Netherlands	School libraries and school librarians in secondary education in the Netherlands
Woolls, Blanche	U.S.A.	Machine readable school library card catalogues in Pennsylvania: a project to determine costs
” ”	”	Use of OCLC in schools: a study with recommendations

*Henri	see Appendix	I
*Overduin	” ”	II
*Stannett	” ”	III

## DESCRIPTION OF A RESEARCH PROJECT

Title: Distance Education for School Librarianship

Name of Researcher: data collected by Dr. Brian Cook, Dr. L. Anne Clyde  
and Mr. James Henri

Description of Methods Used: questionnaire surveys, interviews, analysis  
of student profiles and Riverina-Murray Institute student records

Findings and Results: as summarised in: Distance Education for School  
Librarianship: lessons from 'Down Under'

Any Resulting Publications: a number of journal articles have given some  
of these findings. These include:

Clyde, Laurel – Education for school Librarianship at  
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Australasian College Libraries 1(1) May 1983: 20-25

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## RESEARCH PROJECT: SCHOOL LIBRARIANSHIP IN SOUTH AFRICA: A CRITICAL EVALUATION

Project Leader: Prof. Dr. P.G. J. Overduin  
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1. Aims of the project
  - 1.1 To conduct a thorough scientific investigation into the field of School Librarianship by means of sustained literature research and to establish contact with the most important relevant organisations in South Africa and abroad.
  - 1.2 To identify problem areas in South Africa School Librarianship through empirical research and to promote future research in this field contributing to possible problem solving.
  - 1.3 To render practical assistance to other researchers by maintaining an Index of South African publications in the field of School Librarianship, by making information available and by issuing publications.
2. Implementation of the project
  - 2.1 The project will be implemented by the project team with the assistance of post-graduate students.
  - 2.2 The project, as a larger research project, is financed by the HSRC, with the assistance of the UOFS.
3. Project programme

The activities of the project are divided into an ongoing programme and a secondary school programme. A primary school programme may be added later.

  - 3.1 Ongoing programme
    - 3.1.1. Sustained identification and research of relevant literature.
    - 3.1.2. Compiling an *Index to South African School Media Centre Literature*. This index will be a computerised data-base at the UOFS. It will consist of titles of relevant monographs and periodical articles which will be selected from a list of approximately 40 South African periodicals and other serial publications in the field of education and librarianship. All items on school librarianship and the use of media in primary and secondary education in SA, since 1910, will be included. The contents will be indexed according to a special designed thesaurus. The index should be an important aid to researchers in this field.
    - 3.1.3. Sustained contact with organisations responsible for school library services in the RSA.
    - 3.1.4. Sustained relationship with relevant organisations abroad and periodic personal contact.
    - 3.1.5. Continued attendance of and participation in course, conferences and meetings in the field of South African School Librarianship.
  - 3.2. Secondary school programme
    - 3.2.1. A study of the policy regarding school libraries of all South African education departments and its implementation.
    - 3.2.2. Analysis of the syllabuses of all subjects for secondary schools of all education departments in the RSA to establish to what extent the school library is officially expected to be integrated with subject teaching.
    - 3.2.3. Drafting, disseminating, analysing and interpreting a questionnaire to obtain information of school library services in all secondary schools in the RSA.
    - 3.2.4. Visiting representative schools of the different education departments.
    - 3.2.5. Identifying problem areas with a view to future research.
    - 3.2.6. Compiling a report on school libraries in secondary schools in the RSA.
    - 3.2.7. Devising qualitative and quantitative school library standards for South African secondary schools in conjunction with several relevant organisations.

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## Students' tasks and use of resources

## Aims

To discover the processes behind the use (or non-use— of resources when students tackle assignments, homework, projects, etc. The question posed is not what information they *find*, but how they decide (a) *what* to look for, (b) *where* to look for it, and (c) *how* to use it. The work is based on the belief that a student's prior life experience is a basic factor in determining such decision-making (of George Kelly's Personal construction of knowledge' theory). How the three parties to a task potentially involving library resources (teacher, student, librarian) perceive one another, and the task will, collectively, affect the role of library (and other) resources in the design and completion of the task. This must be identified before a closer commonality of purpose can be achieved.

## Methods

Observation and in-depth interviews in classrooms and libraries.

## Results so far

Preliminary observations were carried out in the libraries of a variety of schools, plus informal interviews with teachers, students and librarians. This work has been followed up by participant observation in classrooms and interviews with teachers, students and librarians as a continuous process from the inception of set tasks to their completion. For example, with one sixth-form history class the approach has been: classroom observation, interviews with teachers (separately) and students (in groups), perusal of teachers' hand-outs, and inspection of students' essays after marking — always from the viewpoint of resource-promotion, resource-decision, and final use, as seen from teachers' and students' perspective. A French A-level group at a sixth-form college has also been followed.

## Preliminary results indicate that

1. Students are very shrewdly aware of teachers' teaching methods and styles.
2. The use of printed resources by students depends to a large degree on how important students deem it to be (often irrespective of teachers' promotion) — usually with an eye on the examinations.
3. Even sixth-form students still feel the need to be guided: some, in fact resent being left without precise guidance.
4. Teachers often start out with the idea of educating towards independent learning, but gradually accept students' unreadiness and unwillingness to 'go it alone'.
5. Teachers see their own library-induction role as taking students to the library and pointing to the physical location of "their" books, after which students are often left to their own devices.
6. Very few teachers ever check on what use (if any) is made of recommended reading matter.
7. The actual decision-making by students about resource use for given tasks is heavily influenced by their interest in the subject, time factor, examination-importance, and frequently by home interests — not only students' own hobbies but parents' professions, siblings' similar work, television (directly and indirectly).
8. Journals appear to be greatly under-used: even if a teacher points out a specific article to students, there seems to be no follow-up by students' scanning other issues of the same journal.

## Project personnel

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## Duration of the project

1981 — 1985







